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ABSTRACT

This book of student activities is intended to be used with a text, "Keeping a Head in School," written for preadolescents and adolescents with learning disorders. It includes a variety of work sheets, puzzles, games, and checklists, to accompany the text's chapters. The first chapter has activities concerning basic concepts related to learning disorders and brain functions. Chapters 2 through 5 present activities to reinforce learning and encourage self-evaluation about specific developmental functions such as attention, language, and memory. Chapter 6 provides learning activities related to reading, spelling, writing, and math. Activities in chapter 7 deal specifically with social skills and coping with social stress. The activities of chapter 8 provide reinforcement of basic concepts about learning disorders. The final chapter's activities encourage student planning and goal setting. (DB)

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UNDERSTANDING ME

student activities for use with *Keeping a Head in School*

developed at
The Churchill School
St. Louis, Missouri
by
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and
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Academic Therapy Publications
Novato, California

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Order #958-3

Chapter 1

Learning Disorders and the Human Brain

KEEPING A HEAD IN SCHOOL

What are 5 things you hope to learn from *Keeping a Head in School*?

1. _____
_____
_____

2. _____
_____
_____

3. _____
_____
_____

4. _____
_____
_____

5. _____
_____
_____

KEEPING A HEAD IN SCHOOL

Explain the 2 meanings of the title of the book, *Keeping a Head in School.* Write your answers in complete sentences.

Word List

brain
abilities
central nervous system
spinal cord
brainstem
cerebellum
basal ganglia
hypothalamus
thalamus
cerebral hemispheres
left hemisphere
right hemisphere
frontal lobes
parietal lobes
sensory cortex
motor cortex
occipital lobes
temporal lobes

KEEPING A HEAD IN SCHOOL

Chapter 1 - Learning Disorders and the Human Brain

Matching: Match each brain function with the correct part of the brain.

_____ 1. fine tunes muscle movements

_____ 2. receives all the signals from lower parts of the body and sends them to higher regions of the brain

_____ 3. located inside your skull, it is made up of billions of tiny nerve fibers that connect with each other in many different ways

_____ 4. receives all information from nerves in your skin and muscles

_____ 5. controls your appetite, thirst, body temperatures, helps you deal with feelings

_____ 6. receives and sends information to skin and muscles of your head and neck

A. cerebellum

B. spinal cord

C. brain

D. thalamus

E. hypothalamus

F. brainstem

Matching: Match each brain function with the correct hemisphere/lobe of the brain.

_____ 1. helps you understand information that comes in your eyes

_____ 2. interprets information coming in from places like skin, muscles, and joints

_____ 3. interprets language

_____ 4. controls language and information that comes in or goes out in sequence

_____ 5. controls your judgment, behavior, and some of your emotions

_____ 6. specializes in visual patterns

A. left hemisphere

B. right hemisphere

C. frontal lobe

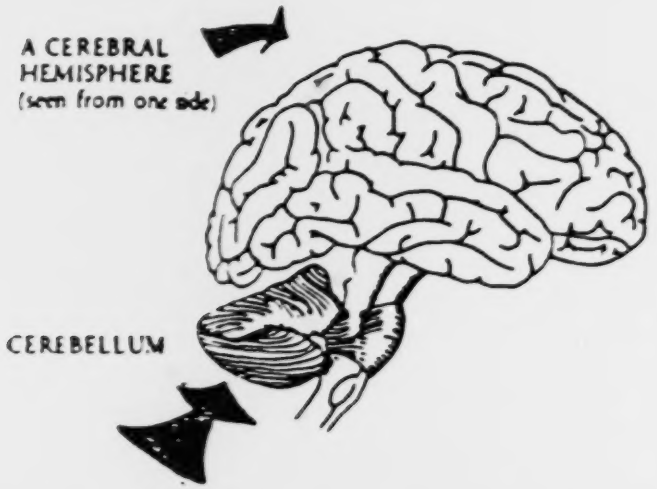
D. parietal lobe

E. occipital lobe

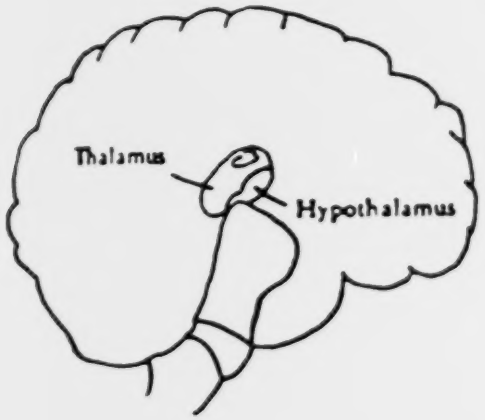
F. temporal lobe

KEEPING A HEAD IN SCHOOL

Chapter 1 - Learning Disorders and the Human Brain



The diagram above shows two important parts of the brain: one of the cerebral hemispheres and the cerebellum. The hemispheres are parts of the brain where a lot of important thinking and feeling goes on. The cerebellum is important for helping create smooth muscular movements.



In this illustration, you can see that the hypothalamus and the thalamus are located deep within the brain. The hypothalamus controls many basic body functions, including appetite, thirst, and body temperature. The thalamus is an important relay station for messages or sensations coming up through the spinal cord and heading for the cerebral hemispheres.

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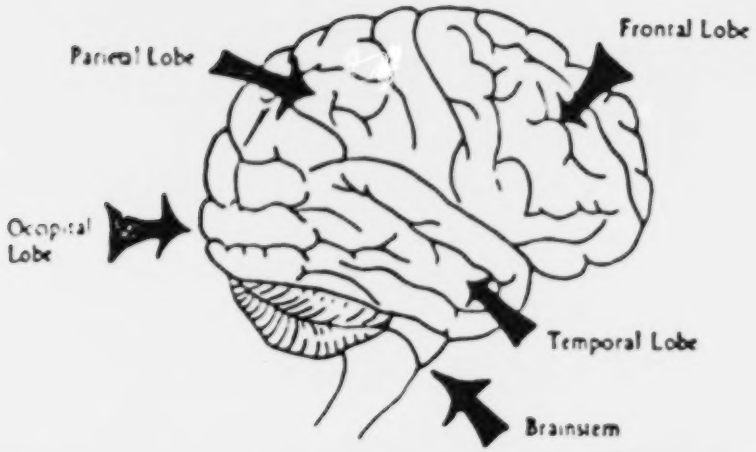
KEEPING A HEAD IN SCHOOL

Chapter 1 - Learning Disorders and the Human Brain



Four lobes of the brain, as well as the brainstem, are illustrated above. Each of these has very specific functions. For example, the occipital lobe plays a big role in vision, and the temporal lobe helps a person understand language.

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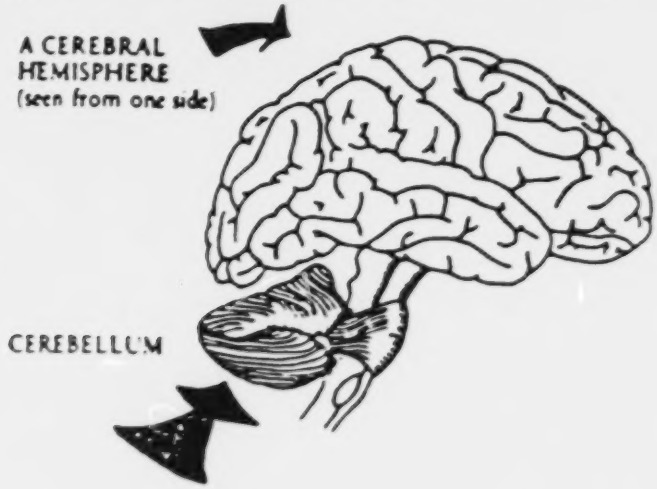
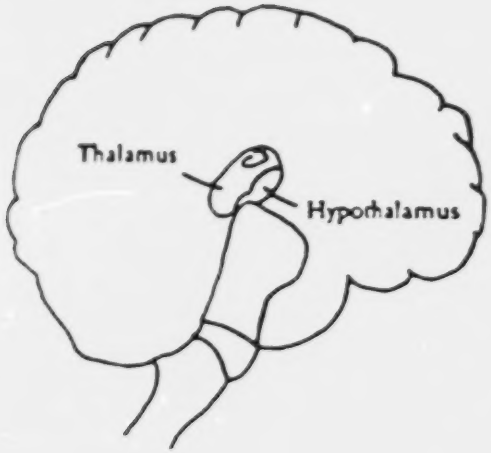
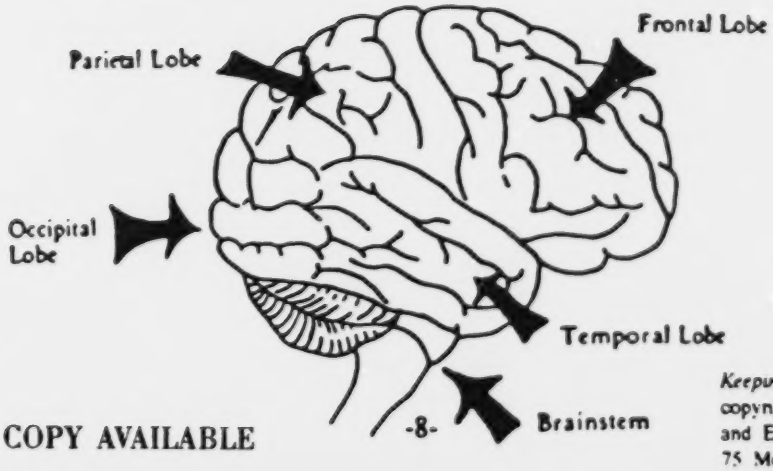
KEEPING A HEAD IN SCHOOL

Chapter 1 - Learning Disorders and the Human Brain







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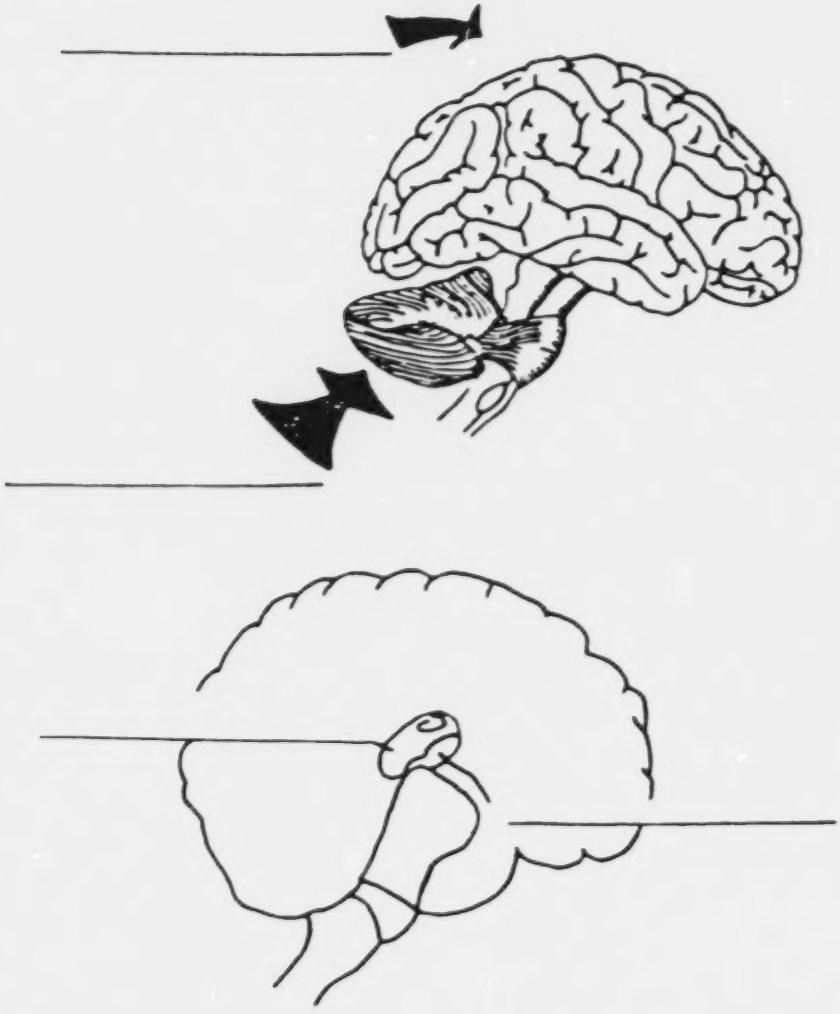

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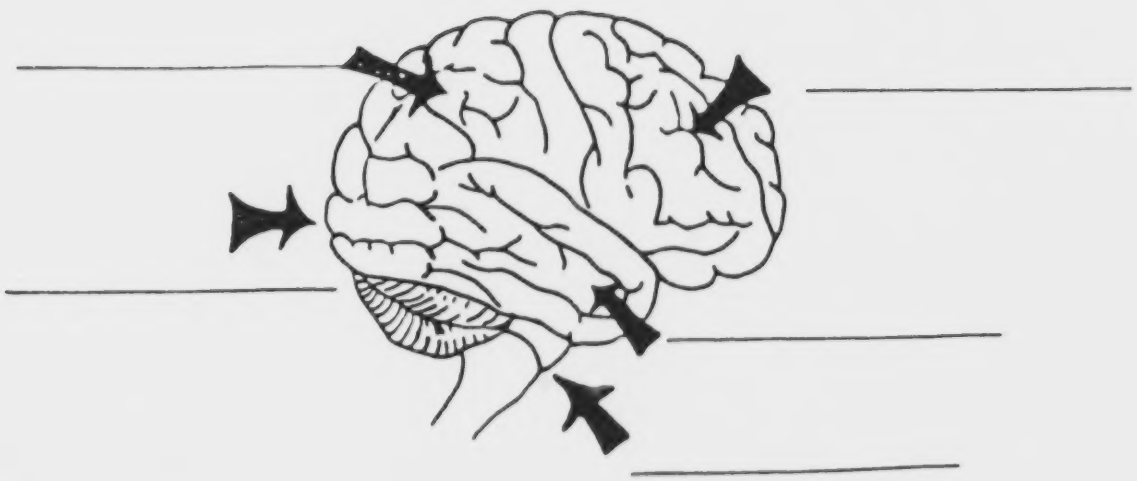

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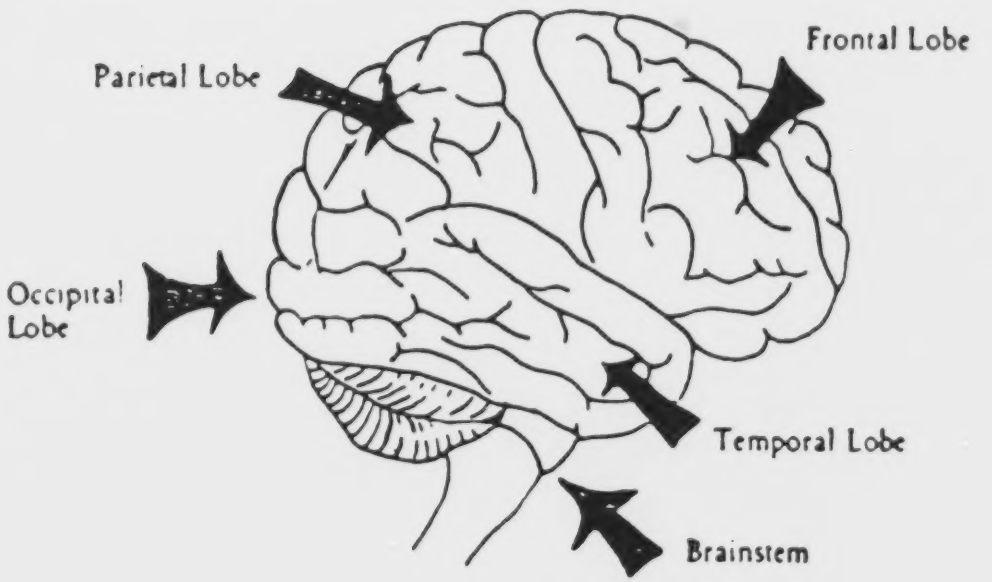
KEEPING A HEAD IN SCHOOL

Chapter 1 - Learning Disorders and the Human Brain

Using the chart below, color code each lobe of the brain.



Lobe	Color
Parietal	red
Occipital	blue
Frontal	green
Temporal	yellow

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KEEPING A HEAD IN SCHOOL

Chapter 1 - Learning Disorders and the Human Brain

Study Questions: Answer each question in a complete sentence. Include the question in the answer. Use notebook paper or a computer.

1. Why is success important?
2. How do learning disabilities affect your life? (This answer cannot be found in the book, so read over page 2 and then see how it applies to you.)
3. What causes learning disabilities?
4. Why do people have difficulty understanding learning disabilities?
5. Why do some people with learning disabilities put on disguises?

KEEPING A HEAD IN SCHOOL

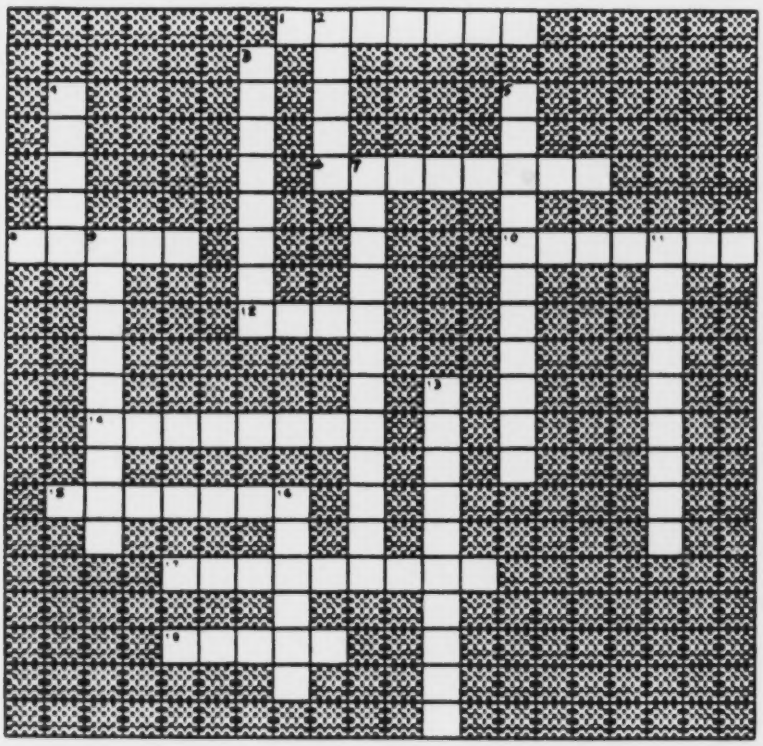
Chapter 1 - Learning Disorders and the Human Brain

O	T	M	I	E	G	T	T	O	H	Y	H	D	H	W	E	L	Y	I	C	G	B
M	C	Y	O	E	W	E	K	B	E	B	I	E	B	U	W	A	L	U	W	I	Y
J	G	C	V	S	M	K	U	H	O	Z	M	M	M	S	X	T	D	A	E	Q	F
I	C	G	I	P	R	V	Y	U	R	I	C	S	Q	B	W	N	T	D	T	X	R
V	P	J	O	P	X	P	C	H	S	Q	L	H	M	R	H	O	J	O	O	C	H
D	O	R	J	E	I	G	S	P	E	G	S	G	I	A	U	R	P	O	M	D	T
D	A	E	S	N	T	T	H	T	B	S	F	E	G	I	U	F	I	J	J	E	V
L	X	O	K	H	Y	E	A	B	O	U	E	U	K	N	L	T	H	C	L	J	A
T	I	O	N	D	R	M	K	L	L	T	Q	I	D	B	H	S	T	I	W	U	H
M	U	L	L	E	B	E	R	E	C	G	U	J	T	A	K	B	R	P	O	P	Q
F	D	Q	S	R	G	O	H	H	Y	S	F	X	L	I	U	E	V	K	N	G	K
U	P	P	A	R	I	E	T	A	L	I	B	A	W	F	L	Q	K	K	M	Q	J
O	S	Z	E	W	G	G	V	S	X	E	M	K	Y	F	Q	I	B	J	G	D	P
W	D	L	G	A	V	Q	I	G	D	U	U	I	D	Q	M	A	B	A	F	Q	Z
I	G	T	S	M	A	W	B	N	S	O	T	Z	V	P	N	W	T	A	W	D	F
M	H	Y	P	O	T	H	A	L	A	M	U	S	H	Y	Q	O	M	Q	F	H	J

ABILITIES
CEREBELLUM
HEMISPHERES
LOBES
PARIETAL
THALAMUS
BRAIN
FRONTAL
HYPOTHALAMUS
OCCIPITAL
TEMPORAL

KEEPING A HEAD IN SCHOOL

Chapter 1 - Learning Disorders and the Human Brain



ACROSS CLUES

1. this lobe is the 'orchestra leader' of the brain; it helps you concentrate
6. receives all the signals from lower parts of the body and sends them up to the brain's higher regions
8. inside your skull, made up of billions of tiny nerve fibers that connect with each other
10. this cortex receives information from all of your sensory organs
12. this hemisphere of your brain controls language
14. this lobe is needed for memory; it also has a lot to do with information that you hear
15. central _____ system
17. it gets information and sends out signals to the skin and muscles of your head and neck
18. _____ ganglia

DOWN CLUES

2. this hemisphere of your brain specializes in visual patterns
3. this lobe of the brain contains sensory cortex
4. this cortex gets muscles to move
5. two halves of the brain are called cerebral _____
7. controls appetite, thirst, and body temperature.
9. able to do skills/actions
11. this lobe helps you understand information that comes in through your eyes
13. this part of your brain helps control muscle movements
16. _____ cord

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Chapter 2

Attention - Keeping the Mind and Body in Control

Word List

attention
concentration
distraction
impulse
reflecting
planning
self-monitoring
alert
deficit

KEEPING A HEAD IN SCHOOL

Chapter 2 - Attention - Keeping the Mind and Body in Control

Stan's Story

(pages 17-19)

Answer each question in a complete sentence. Include the question in the answer. Use notebook paper or a computer.

1. What kind of learning disorder causes the most trouble for Stan?
2. What should Stan know in order to feel better about himself?
3. How can Stan help himself or get help from others?
4. If you were tutoring this student what strategies would you use?
5. What kind of learning disorder causes the most trouble for you?
6. What should you know in order to feel better about yourself?
7. How can you help yourself or get help from others?

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THE GOALS I SET FOR MYSELF

Name_____

DATE I WILL COMPLETE MY GOAL	MY GOAL	I DID IT!	HOW I FEEL

KEEPING A HEAD IN SCHOOL

Chapter 2 - Attention - Keeping the Mind and Body in Control

The Concentration Cockpit

Matching: Match each explanation with the correct control.

_____ 1. not getting much too sad or much too happy at the wrong times

_____ 2. not wasting movement and talking

_____ 3. thinking before you do things

_____ 4. not daydreaming

_____ 5. tuning out other kids when you need to

_____ 6. remembering important things

_____ 7. not always wanting things and looking ahead

_____ 8. not paying attention to unimportant sounds

A. motor/verbal control

B. behavioral control

C. mood control

D. appetite control

E. memory control

F. free flight control

G. sensory filtration control

H. social control

Master Control

Matching: Match each explanation with the correct control.

_____ 1. doing things that are not exciting

_____ 2. not doing things so fast

_____ 3. keeping up good work

_____ 4. staying awake while working or listening

_____ 5. staying tuned in to the most important things

A. arousal control

B. consistency control

C. selective focus control

D. tempo control

E. motivation input control

KEEPING A HEAD IN SCHOOL

Chapter 2 - Attention - Keeping the Mind and Body in Control

CONCENTRATION COCKPIT ESSAY

You will be writing a 3-paragraph essay on the Concentration Cockpit (page 41 in text). Each paragraph needs to be a minimum of 50 words. You need to double space.

Paragraph 1 -- Describe each component involved in the cockpit.

Paragraph 2 -- Identify which components are your areas of strength. Explain how you maximize these areas in gaining control and attention.

Paragraph 3 -- Identify which components are your areas of weaknesses. Explain strategies that you use or could use to improve these areas.

Consult the proofreading checklist for other requirements.

KEEPING A HEAD IN SCHOOL

Chapter 2 -Attention - Keeping Your Mind and Body in Control

Matching: Match each definition with the correct term.

_____ 1. to control your attention	A. attention
_____ 2. something that interferes with paying attention to what you are concentrating on	B. concentration
_____ 3. brain process that helps you focus on your thinking, sensations and memory	C. distraction
_____ 4. feeling that you get that makes you do something very quickly without planning or thinking	D. impulse

Matching: Match each definition with the correct term.

_____ 1. being wide awake	A. reflecting or planning
_____ 2. to go back and concentrate on what you have finished	B. self-monitoring
_____ 3. to concentrate on things before you ever say or do them	C. alert
_____ 4. shortage	D. deficit

A Summary of Different Things that Affect Attention

In each blank, write the word you think was left out.

A person needs to choose the 'right channel' to concentrate on at the right time and for the right _____ of time. A person needs to filter out _____. These distractions include unimportant sights and _____, own body, daydreams, thoughts about the future, things one wants and other people. One does not need to filter out all distractions all of the time. There are times when one should pay attention to friends, future, daydreams, etc. A person needs to concentrate on things while doing _____. It takes time to concentrate and it takes concentration to do things at the _____ speed. A person needs to go back and concentrate on what he has finished. This is called _____-_____. Proofreading written work is an example of _____-_____. In order to attend well one needs to be alert and wide _____. When a person is tired it's hard to _____. How one feels and the mood that one is in influences how well one concentrates. If someone is unhappy or _____ about something, it can be almost impossible to concentrate. Finally, a person needs to control movement of one's own _____. If someone's on the go all of the time, if he/she can't slow down, it is difficult to concentrate.

A Summary of Different Things that Affect Attention

Fill in each blank. Choose your answer from the word list on the following page. You will use one word twice.

A person needs to choose the 'right channel' to concentrate on at the right time and for the right _____ of time. A person needs to filter out _____. These distractions include unimportant sights and _____, own body, daydreams, thoughts about the future, things one wants and other people. One does not need to filter out all distractions all of the time. There are times when one should pay attention to friends, future, daydreams, etc.. A person needs to concentrate on things while doing _____. It takes time to concentrate and it takes concentration to do things at the _____ speed. A person needs to go back and concentrate on what he has finished. This is called _____-_____. Proofreading written work is an example of _____-_____. In order to attend well one needs to be alert and wide _____. When a person is tired it's hard to _____. How one feels and the mood that one is in influences how well one concentrates. If someone is unhappy or _____ about something, it can be almost impossible to concentrate. Finally, a person needs to control movement of one's own _____. If someone's on the go all of the time, if he/she can't slow down, it is difficult to concentrate.

KEEPING A HEAD IN SCHOOL

Chapter 2 - Attention - Keeping the Mind and Body in Control

WORD BANK

self-monitoring
amount
depressed
body
distractions
something
sounds
right
awake
concentrate

KEEPING A HEAD IN SCHOOL

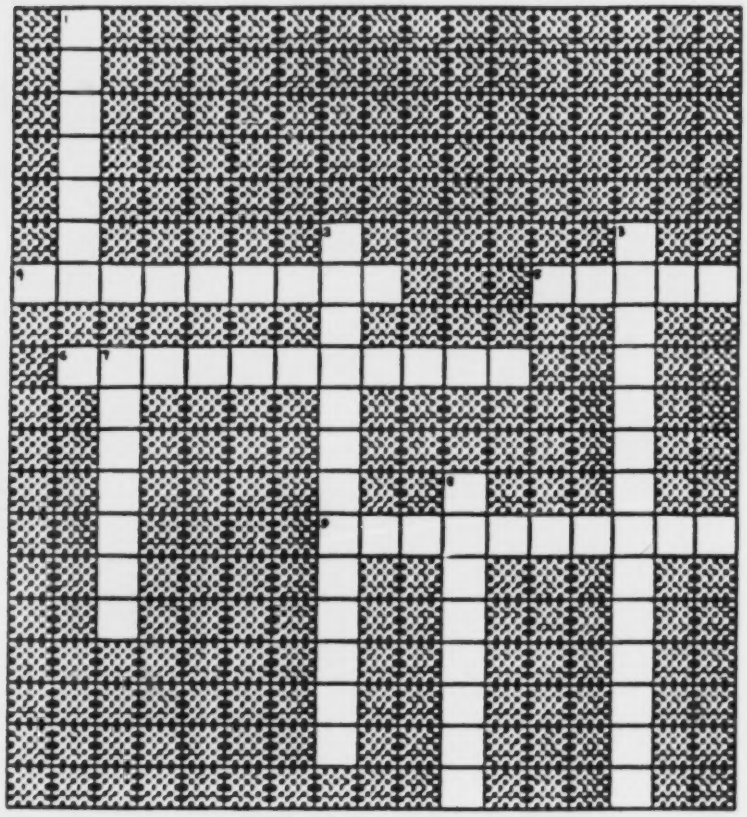
Chapter 2 - Attention - Keeping the Mind and the Body in Control

R	J	N	T	L	K	R	Z	K	E	I	S	L	G	T	P	N	A	B	S	B	Z
J	Q	K	C	P	M	P	T	S	N	H	Y	T	I	C	C	T	G	H	L	P	P
F	D	I	T	M	W	M	L	G	B	T	E	C	N	L	T	D	B	F	Y	C	Z
I	R	T	Y	E	W	U	U	M	K	T	I	J	O	E	E	H	A	X	W	Y	A
N	H	H	V	K	P	H	S	E	L	F	M	O	N	I	T	O	R	I	N	G	I
C	O	J	Z	M	O	D	Z	O	E	Z	T	T	L	I	M	R	E	D	R	R	L
U	S	I	I	B	V	B	D	D	N	I	I	P	Y	I	Z	R	R	Z	M	E	Y
T	Y	S	T	O	U	O	C	T	O	O	T	R	E	L	A	K	G	C	R	F	I
I	S	E	C	C	Q	M	U	J	N	O	Z	Q	D	G	N	I	N	N	A	L	P
V	Y	Q	P	T	A	Q	T	P	D	A	Z	Q	H	I	N	Y	H	M	X	E	T
A	V	H	J	K	N	R	J	H	D	P	T	C	P	Z	C	K	Y	E	X	C	P
K	C	O	N	C	E	N	T	R	A	T	I	O	N	H	V	Q	S	G	T	T	F
A	Q	L	R	U	D	W	X	S	D	W	C	C	D	G	K	J	P	V	J	I	Y
B	A	E	I	Z	K	L	D	I	I	U	E	X	L	Z	K	M	I	P	V	N	W
V	D	N	D	R	X	K	I	K	V	D	Y	H	A	S	N	G	Y	Y	C	G	T
D	E	H	G	Q	Z	D	G	R	Z	S	Y	T	V	L	B	X	V	V	E	K	C

ALERT
CONCENTRATION
DISTRACTION
PLANNING
SELFMONITORING
ATTENTION
DEFICIT
IMPULSE
REFLECTING

KEEPING A HEAD IN SCHOOL

Chapter 2 - Attention - Keeping the Mind and the Body in Control



ACROSS CLUES

4. sometimes called concentration, you are able to focus your thinking and memory
5. wide-awake
6. sounds, sights, or ideas that are unimportant or have nothing to do with what is going on
9. plan, think

DOWN CLUES

1. shortage
2. paying attention
3. go back and concentrate on what you have finished; check what you have done
7. a feeling you get that makes you do something very quickly without thinking or planning
8. predict what you will do and how it will sound

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Chapter 3

Memory - Using the Brain's Storage System

Word List

memory
active working memory
short term
temporary
long term
permanent
storing
reconstructing
depth of processing
visual memory
auditory memory
sequential memory
pairs
association
categories
chains
rules
elaboration
recognition
recall
visual recall
episodic memory
procedural memory
memory for facts
automatic memory

KEEPING A HEAD IN SCHOOL

Chapter 3 - Memory - Using the Brain's Storage System

Max's Story

(pages 45-47)

Answer each question in a complete sentence. Include the question in the answer. Use notebook paper or a computer.

1. What makes it so hard for Max to write?
2. What are Max's strengths?
3. How could Max's friends help him do better in school?
4. If you were tutoring this student, what strategies would you use?
5. What makes it hard for you to write?
6. What are your strengths?
7. How could your friends help you do better in school?

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KEEPING A HEAD IN SCHOOL

Chapter 3 - Memory - Using the Brain's Storage System

Some of the Many Kinds of Memory

Complete the chart by giving an example of each type of memory.

Kind of Memory	Description	Example
Visual Memory	Memory for what you've seen	
Auditory Memory	Memory for what you've heard	
Sequential Memory	Memory for things in a certain order	
Short-Term Memory	Recent memory	
Long-Term Memory	Memory for things you learned a long time ago	
Recognition Memory	Memory for knowing that something is familiar	
Recall or Retrieval Memory	Finding stored facts and skills that you need when you need them	
Automatic Memory	Memory that is so fast you don't have to think much to remember what you need	
Episodic Memory	Memory for things that have happened in your life	
Procedural Memory	Memory for how to do things	
Motor Memory	Memory for how to do things with your muscles	
Factual Memory	Memory for knowledge	
Active Working Memory	Memory for keeping things together in your mind while you need them	

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KEEPING A HEAD IN SCHOOL

Chapter 3 - Memory Using the Brain's Storage System

Matching: Match each definition with the correct term.

_____ 1.	keeping ideas together while you are working on them	A. memory
_____ 2.	short term	B. storing
_____ 3.	putting something in your mind for future use	C. active working memory
_____ 4.	understanding and remembering	D. temporary
_____ 5.	permanent memory	E. long term

Matching: Match each definition with the correct term.

_____ 1.	process of picking out important details for storage	A. reconstructing
_____ 2.	memory for spoken language	B. depth of processing
_____ 3.	seeing something and remembering it	C. visual memory
_____ 4.	remembering something in a sequence	D. auditory memory
_____ 5.	how deeply you put information into your memory	E. sequential memory

KEEPING A HEAD IN SCHOOL

Chapter 3 - Memory - Using the Brain's Storage System

Matching: Match each definition with the correct term.

_____ 1. recalling things that happen to you

_____ 2. recall how to do things

_____ 3. to recognize

_____ 4. to recall things without even trying to or thinking about it

_____ 5. recalling facts, like important dates

_____ 6. recalling by visual pictures or images

_____ 7. to find in your memory an entire chunk of information with little or no clues

A. recognition

B. recall

C. visual recall

D. episodic memory

E. procedual memory

F. memory for facts

G. automatic memory

Matching: Match each definition with the correct term.

_____ 1. talking about and thinking about an idea in many different ways

_____ 2. a set way to do something

_____ 3. organizing something in links; remember what comes before and after something else

_____ 4. associate something with something else

_____ 5. organizing information by groups

_____ 6. organizing information by twos

A. pairs

B. association

C. categories

D. chains

E. rules

F. elaboration

KEEPING A HEAD IN SCHOOL

Chapters 2 and 3

Review Questions: Answer each question in a complete sentence. Include the question in the answer. Use notebook paper or a computer.

1. Why is attention important?
2. What are some of the distractions you have to filter out? Give at least 5 of the 7.
3. What is self-monitoring?
4. What are some of the things that make life hard for someone who has an attention deficit? Give at least 8 of the 10.
5. What is the 'Concentration Cockpit'?
6. Why is it important to understand and remember?
7. What are some of the important facts about memory? Give at least 3 of the 4 facts.
8. What is short term memory?
9. What is long term memory?
10. What are some different ways to receive information? Give all of the ways in your answer.
11. What are the common ways information gets stored? Give all four answers in your answer.
12. What are some strategies that can help you with memory problems? Give at least 4 of the 5 in your answer.

KEEPING A HEAD IN SCHOOL

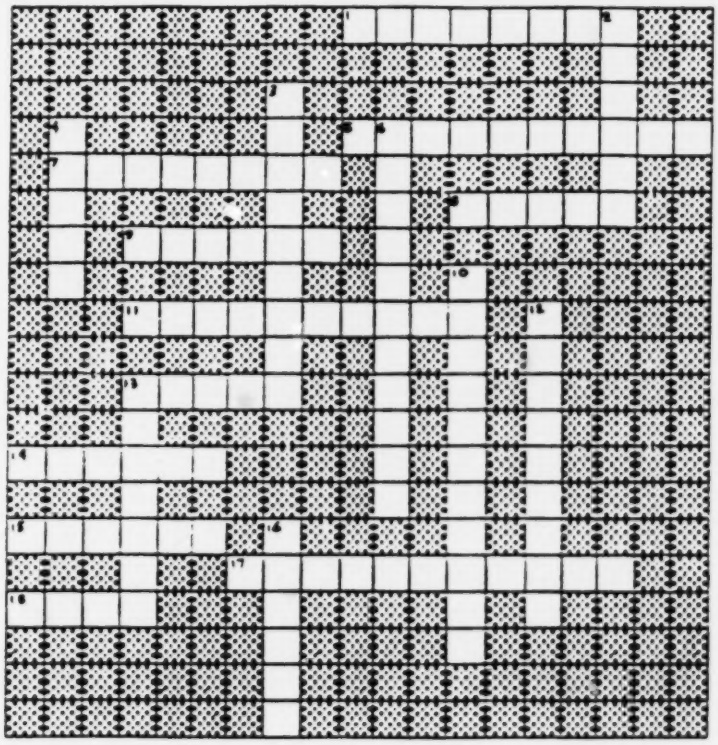
Chapter 3 - Memory - Using the Brain's Storage System

S R U H C F S E G P T S Y H P W L S S D Z V W
I U O T A V E V U A O V Y L L I F E T Y H B J
V C N E T Y Q C J G K R W A Q A I L U N N F T
B A K T E W U U E B Q P M U Z Q I U B Z W F E
L I I K G W E M F W Y B R S N T X R H W Y S D
L L C R O G N J A S S O C I A T I O N R S F R
S R A Z R R T Q B T E I M V M J S V A Q P Z V
X G J C I Z I I I R R Y A D T N Z R O X G B D
B C V W E A A A L M T Z H P I Z O M E U H V J
R N N U S R L X A E B T H A D P Y E Y F J N J
E L A B O R A T I O N K H P M S O M H C A T L
T N E N A M R E P E V C V E G F P O C L S T U
P Z A U D I T O R Y F N T U U D Q R X R Z N T
R E C O N S T R U C T I N G R W Q Y I A I F A
N O I T I N G O C E R M M A C M N A K N G Z E
Y Y B H G N I R O T S O C L I O P D Y A A J H

ASSOCIATION
CATEGORIES
ELABORATION
PAIRS
RECALL
RECONSTRUCTING
SEQUENTIAL
TEMPORARY
AUDITORY
CHAINS
MEMORY
PERMANENT
RECOGNITION
RULES
STORING
VISUAL

KEEPING A HEAD IN SCHOOL

Chapter 3 - Memory - Using the Brain's Storage System



ACROSS CLUES

1. this kind of memory includes things that have happened in your life
5. a way of organizing information in long-term storage system by groups
7. memory for what you've heard
8. a way of organizing facts or skills; an example is "I before E except after C"
9. memory for what you've seen
11. memory for things in a certain order
13. recent memory
14. remember
15. this working memory keeps things together in your mind while you need them
17. recognize
18. memory for things you learned a long time ago

DOWN CLUES

2. a way of organizing material; a series of lines, each line is attached to one before and after
3. long term
4. a way to organize information; when we see, hear, or think of one-half, we remember the other
6. this strategy would be to think about things that are like what you are trying to remember
10. this can help you organize ideas in memory; it involves talking about and thinking about an idea
12. memory is so fast you don't have to think much to remember what you need
13. _____ is very much like putting things away in different drawers
16. you have to find in your memory an entire chunk of information with few or no clues

BEST COPY AVAILABLE

Chapter 4

A Code Called Language

Word List

language
understanding
receptive language
expressive language
vocabulary
prefixes
suffixes
morphology
syntax
narratives
inferring

KEEPING A HEAD IN SCHOOL

Chapter 4 - A Code Called Language

Sue's Story

(pages 82-83)

Answer each question in a complete sentence. Include the question in the answer. Use notebook paper or a computer.

1. What are the ways in which Sue's problems are making life hard for her?

2. How will it help Sue if she knows that she has language problems?

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KEEPING A HEAD IN SCHOOL

Chapter 4 - A Code Called Language

Matching: Match each definition with the correct term.

_____ 1. a person's ability to receive other people's ideas through language

_____ 2. communicating your own ideas

_____ 3. the way people understand and communicate

_____ 4. knowing what someone has said so you can respond

_____ 5. the number of words a person can understand and/or use

A. language

B. understanding

C. receptive language

D. expressive language

E. vocabulary

Matching: Match each definition with the correct term.

_____ 1. study of the way letters get added to words to change them

_____ 2. letters added to beginning of word-

_____ 3. using clues to fill in missing information by thinking while you're listening or reading

_____ 4. letters added to the end of a word

_____ 5. to understand how to put words together in the correct order to form a sentence

_____ 6. groups of sentences that are connected to each other

A. prefixes

B. suffixes

C. morphology

D. syntax

E. narratives

F. inferring

KEEPING A HEAD IN SCHOOL

Chapter 4 - A Code Called Language

Study Questions: Answer the following questions in complete sentences. Include the question in the answer. Write on either notebook paper or the computer. You may use your book (pages 89-99).

1. Give an example of a non-language sound.
2. What is a language sound?
3. Explain 3 ways one can learn new vocabulary.
4. How can a word be changed with a few letters?
5. Define syntax.
6. What is good grammar?
7. Define narratives.
8. What does it mean to infer?
9. List and explain the 9 problems that a person with language disorders may have.

KEEPING A HEAD IN SCHOOL

Chapter 4 - A Code Called Language

PART I: The uses of language are listed below. After each use of language decide if this is a strength or weakness for you. If it is a strength, write an S, and if it is a weakness, write a W.

Understanding and Communicating _____

Thinking _____

Remembering _____

Social Life _____

Talking to Yourself _____

PART II: For each of the items you put an S by, write the reason you feel it is a strength. Make sure you write the use of language and then the reason in complete sentences.

PART III: For each of the items you put a W by, write the reason you feel it is a weakness. Make sure you write the use of language and then the reason in complete sentences.

KEEPING A HEAD IN SCHOOL

Chapter 4 - A Code Called Language

Short Answer: List and explain 9 possible problems for students with Language Disorders. You need to number each problem and write in complete sentences. Use notebook paper or a computer.

KEEPING A HEAD IN SCHOOL

Chapter 4 - A Code Called Language

Study Questions: Answer each question below in a complete sentence. Make sure to use part of the question in the answer.

1. What are the five uses of language?
2. What is receptive language?
3. What is expressive language?
4. How is language important in your social life?
5. How does most word learning take place? Explain your answer.
6. What is morphology?
7. What is a narrative?
8. What is inferring? Explain your answer.
9. What are some of the kinds of problems that kids with learning disorders might have? Give at least 7 of the 9 in your answer.
10. Fully explain what can be done to help someone who has a language disorder.

KEEPING A HEAD IN SCHOOL

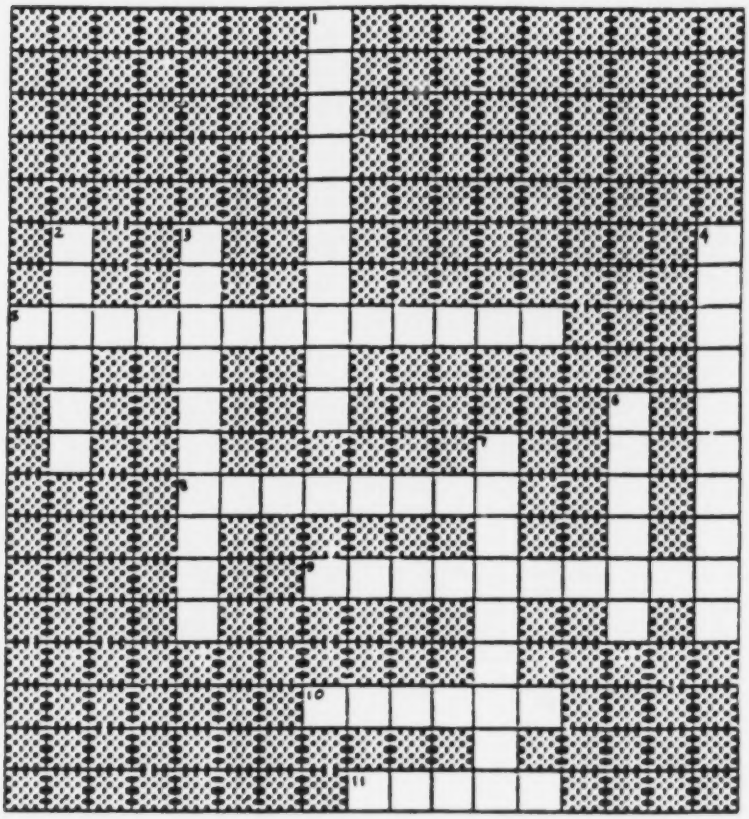
Chapter 4 - A Code Called Language

E I O B H J K E S C Z K Y R T I X V X P R A
E V I T P E C E R J L O G F P Y S O E C Q C
C K I O L N I C N N E T O I Q N A C V O T V
Q H E S H I T Q C O U Z L Z A U I A I V X F
Y T H F S M U L S V L U O J D M H B T G X C
C H Q V S E N X L E Q Z H L J C Q U A S N Y
X I F F U S R E L W Y S P K L R H L R Q V N
J G V B M B G P L V Y T R D D C L A R D H P
K W Y J D A V G X N K R O J K K A R A O J B
N D Z D U G K S T E L Q M X E B C Y N Q Z E
Z P J G U E I A U B C M V B K B Q O R J H M
Z Z N Y C A X U N D E R S T A N D I N G S W
N A S V S B R E G E K U F Z A H Q H N D B N
L W X Z K O W C S O T X Q L K U X N C G A K
G N I R R E F N I A N Q V I K G A J R Y O M
K V S J H N S M G A Z Y P R E F I X I Q A P

EXPRESSIVE
LANGUAGE
NARRATIVE
RECEPTIVE
SYNTAX
VOCABULARY
INFERRING
MORPHOLOGY
PREFIX
SUFFIX
UNDERSTANDING

KEEPING A HEAD IN SCHOOL

Chapter 4 - A Code Called Language



ACROSS CLUES

5. to grasp the meaning
8. a code so that others can understand what we are saying and we can understand them
9. get your ideas into language so others can receive your ideas
10. beginning of word
11. ideas that are implied or partly hidden

DOWN CLUES

1. words
2. correct word order
3. study of the way letters get added to words to change them
4. groups of sentences connected to each other
6. ending of word
7. understanding

Chapter 5

Some Other Important Brain Functions

Word List

visual
seeing
visual spatial
sequencing
order
subvocalization
motor
gross motor
fine motor
self-monitoring
dyspraxia
concept
grasp
verbal
non-verbal
critical thinking
brainstorming

KEEPING A HEAD IN SCHOOL

Chapter 5 - Some Other Important Brain Functions

Tanya's Story

(pages 103-105)

Answer each question in a complete sentence. Include the question in the answer. Use notebook paper or a computer.

1. Why is school getting harder and harder for Tanya?

2. What kind of learning disorder makes it difficult to follow directions and learn the months of the year?

3. Why does Tanya feel nervous about getting help? Is it common to feel this way?

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KEEPING A HEAD IN SCHOOL

Chapter 5 - Some Other Important Brain Functions

Nick's Story

(pages 105-107)

Answer each question in a complete sentence. Include the question in the answer. Use notebook paper or a computer.

1. How is it possible for Nick to have trouble writing neatly when he does other things with his hands so well?

2. How can Nick start to write better?

3. Would it be good for Nick not to have to think up good ideas *while* writing? Should he think first (for example, on a cassette recorder) and write afterwards?

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KEEPING A HEAD IN SCHOOL

Chapter 5 - Some Other Important Brain Functions

Matching: Match each definition with the correct term.

_____ 1. putting things in order

_____ 2. seeing

_____ 3. getting your whole body to move the right way

_____ 4. muscle movements

_____ 5. to whisper under your breath and repeat a sequence as it is being said

_____ 6. gives us information about the positions of things in space

_____ 7. getting your fingers to work accurately and quickly

A. visual

B. visual spatial

C. sequencing

D. subvocalization

E. motor

F. gross motor

G. fine motor

Matching: Match each definition with the correct term.

_____ 1. level of understanding

_____ 2. thinking up original ideas or putting together the ideas of others

_____ 3. use knowledge as well as your own point of view about something to decide what's right and what's wrong in someone else's ideas

_____ 4. watching what you're doing

_____ 5. when you can't get your muscles to work together to cooperate in the right way to accomplish a motor action

_____ 6. something that helps us organize our thinking

_____ 7. concepts that are thought about in words

_____ 8. concepts that are pictured or visualized

A. self-monitoring

B. dyspraxia

C. concept

D. grasp

E. verbal

F. non-verbal

G. critical thinking

H. brainstroming

KEEPING A HEAD IN SCHOOL

Chapter 5 - Some Other Important Brain Functions

Study Questions: Answer each question in a complete sentence. You may use your book (pages 126-130). Include the question in the answer. Use notebook paper or a computer.

1. List the seven levels of grasping a concept. Next to each level briefly describe it.
2. Define concept.
3. What does grasp mean?
4. Explain a verbal concept. Give 3 examples.
5. What is a non-verbal concept? Give 3 examples.
6. When should you picture a concept and put it into words?

KEEPING A HEAD IN SCHOOL

Chapter 5 - Other Brain Functions

Group Project: Complete a 'mini-report' on one of the brain functions covered in Chapter 5.

Directions:

1. With your partner choose a brain function that you will research and report your findings to the class. (One group per function.)

2. With your partner construct a visual map on your particular brain function. Include information from this chapter as well as other chapters. Include what part of the brain performs that specific job. Self-monitor!!!

3. Turn in your visual map to your teacher.

4. After you have received feedback from your teacher, transfer your visual map with your partner to a piece of poster board. Remember to write neatly. Colors will enhance visualization.

5. You and your partner will explain your map to the class.

Due Dates:

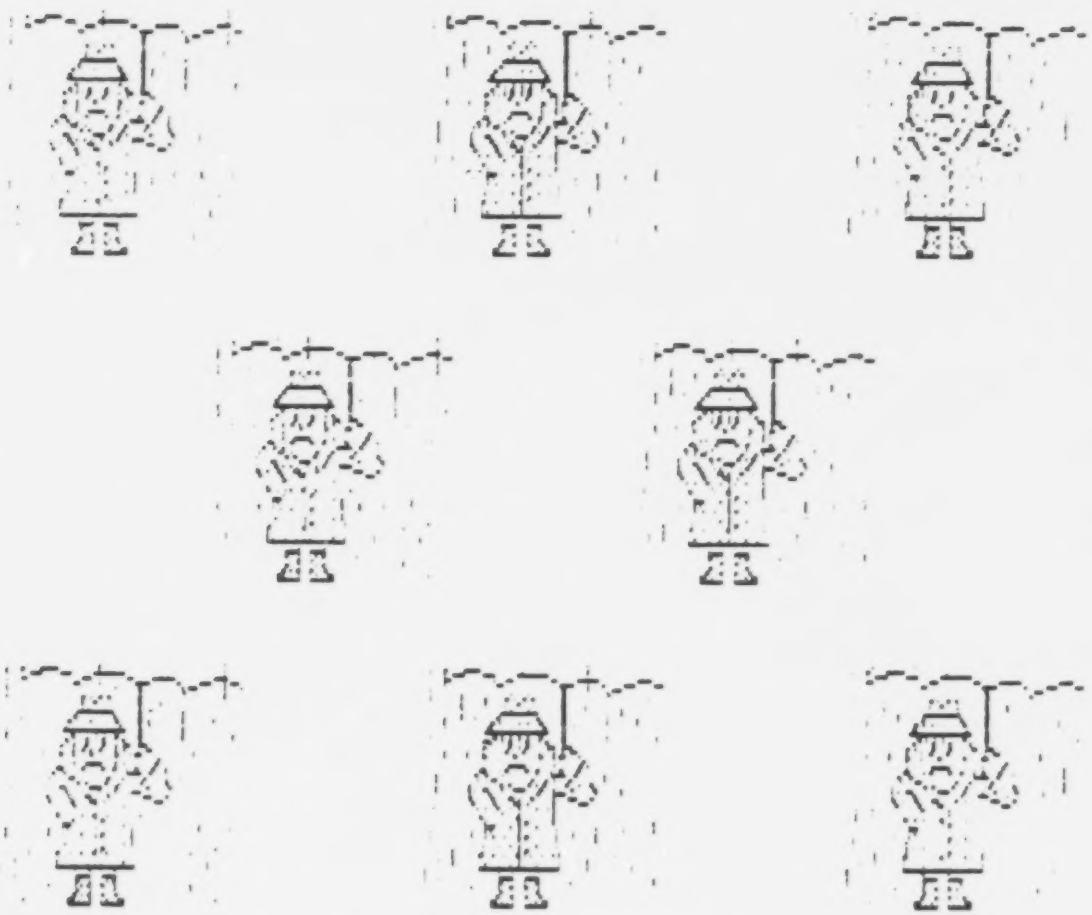
Step 1 _____
Step 2 _____
Step 3 _____
Step 4 _____
Step 5 _____

You will be graded on the following:

On time (5 points for each step)	_____
Cooperation with partner (25 points)	_____
Use of resources (25 points)	_____
Neatness of visual map (10 points)	_____
Presentation of oral report (15 points)	_____

Brainstorming

Above each umbrella list something really different to do on a rainy day.



KEEPING A HEAD IN SCHOOL

Chapters 3, 4 and 5

Review Study Questions

Answer each question in a complete sentence. You need to include the question in the answer. You may use your book. Use notebook paper or a computer to complete this assignment.

Chapter 3 - Memory

1. How do you get information into long term memory? Cite at least 3 ways.
2. Explain 6 ways information gets stored.

Chapter 4 - Language

1. Explain 3 things that can be done to help language disorders.

Chapter 5 - Other brain functions

1. What is visual spatial ability?
2. When do you use sequencing skills? Cite at least 3 examples.
3. Fully explain 3 ways to improve visual spatial and sequencing abilities.

KEEPING A HEAD IN SCHOOL

Chapters 3, 4 and 5

Review questions
Hint: Your book is a wonderful resource!!

Answer each question in a complete sentence. Include the question in the answer. Use notebook paper or a computer.

1. What are 3 things you can do to help your social control?

2. Define active working memory. Give 3 examples of active working memory.

3. Define subvocalization. Give 3 examples of when you might subvocalize.

4. Before a test what are 6 questions you should ask a teacher?

5. Describe 4 brain functions.

KEEPING A HEAD IN SCHOOL

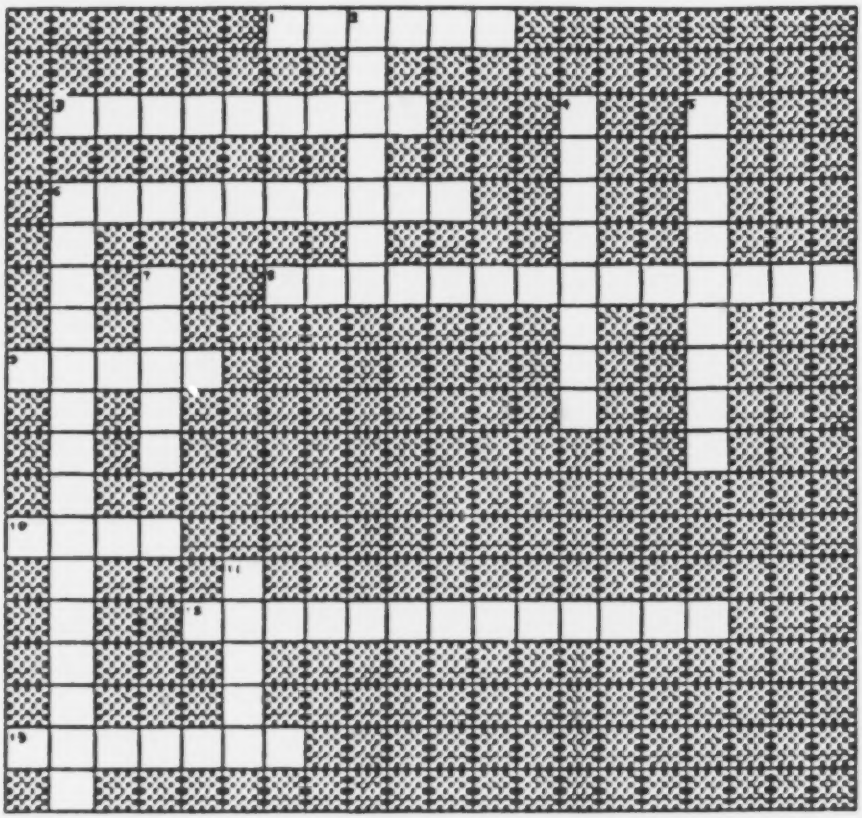
Chapter 5 - Some Other Important Brain Functions

P C U D G O B X L S K B G G Q K F H K U I N D
G R A S P O F A C E T N P C T I R N N U U H Y
W Z K K I C B O O R I I Z P X I P H J O Y M S
S H H Y S R N K Q M T V Z G F L F G W H B E P
H T P J E C C Q R A F A Q K J O C C Y X S M R
J W L V E R Z O S G B A C U Z H T Q J I O X A
Z V N P E V T G N I C N E U Q E S P N T L I X
A O T M F S I M I X Z R B E I V W X O E E Q I
N N M G N Q O P M K E K U H J T N R L F Z N A
E Q J I L P X P T E L L A C I T I R C Z S C C
R G A S G R O S S Y T Z D E X Y U E P O T F X
W R F V H A J W Z N J H N E D D C D Q J E K Q
B S Y V N G A A K H Q I T T J W Y R P E T T W
L C F G R B G V P O F D I V Z Z O O K V R Y E
J V Q N G N I E E S Q D F K V I S U A L H V X
S E L F M O N I T O R I N G V A U W W V F S P
G X S U B V O C A L I Z A T I O N D X C U B E

BRAINSTORMING
CRITICAL
FINE
GROSS
NONVERBAL
SEEING
SEQUENCING
VERBAL
CONCEPT
DYSPRAXIA
GRASP
MOTOR
ORDER
SELFMONITORING
SUBVOCALIZATION
VISUAL

KEEPING A HEAD IN SCHOOL

Chapter 5 - Some Other Important Brain Functions



ACROSS CLUES

1. seeing
3. pictured or visualized, not words
6. order
8. checking oneself
9. muscle
10. these motor skills have to do with getting your fingers to work accurately and quickly
12. involves thinking up original ideas or putting together the ideas of others
13. something that helps us organize our thinking

DOWN CLUES

2. space
4. this type of thinking evaluates other people's ideas and evaluates things
5. poor fine or gross motor coordination
6. whisper under breath and repeat a sequence as it is said
7. this type of motor skill involves your whole body
11. each level of understanding a concept

Chapter 6

The Big Four Skills

Word List

reading
association
decoding
inference
syntax
grammar
comprehension
summarizing
regular words
irregular words
finger agnosia
dyspraxia
fine motor memory
eye hand coordination
math operations
active working memory

KEEPING A HEAD IN SCHOOL

Chapter 6 - The Big Four Skills

Ingrid's Story
(pages 143-145)

Answer each question in a complete sentence. Include the question in the answer. Use notebook paper or a computer.

1. What problems does Ingrid have when she tries to read?

2. Sometimes Ingrid can understand some of what she reads even though she can't read it out loud. What makes her able to do this?

3. Why is Ingrid starting to have trouble even in subjects where she doesn't have to read?

4. What might happen if Ingrid gets *too* interested in her friends?

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KEEPING A HEAD IN SCHOOL

Chapter 6 - The Big Four Skills

Gretta's Story

(pages 145-147)

Answer each question in a complete sentence. Include the question in the answer. Use notebook paper or a computer.

1. What learning disorders probably cause problems for Gretta in math?

2. How is Gretta using her good language skills as a way of improving her math? Do you have other suggestions for her?

3. Should Gretta's father keep trying to help Gretta with math at home even though it makes her angry? Is there any way that her father could help her that would not upset Gretta so much?

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KEEPING A HEAD IN SCHOOL

Chapter 6 - The Big Four Skills

Matching: Match each definition with the correct term.

_____ 1. translating words and letters into sounds or meanings or both

_____ 2. reading the words

_____ 3. order of words in a sentence

_____ 4. ideas in a paragraph that you can't see or read

_____ 5. when two things go together

A. reading

B. association

C. decoding

D. inference

E. syntax

Matching: Match each definition with the correct term.

_____ 1. understanding sentences and paragraphs

_____ 2. to pick out what is really important and then describe it in your own words

_____ 3. words that do not have a regular spelling

_____ 4. words that have a good sense of sound-symbol association, you can figure out their spellings

_____ 5. understanding how a sentence works and how the order of the words in the sentence tells you its meaning

A. grammar

B. comprehension

C. summarizing

D. regular words

E. irregular words

KEEPING A HEAD IN SCHOOL

Chapter 6 - The Big Four Skills

Matching: Match each definition with the correct term.

_____ 1. a fine motor problem that has to do with muscle coordination

_____ 2. when you have trouble writing because your brain does not get accurate reports from your fingers while your fingers are moving

_____ 3. trouble getting finger muscles in touch with memory through many different nerve connections between the hand and the brain

_____ 4. trouble getting the eyes and fingers to work together

_____ 5. addition, subtraction, multiplication, and division

_____ 6. ability to hold in your mind several different parts of a task while you are working on it

A. active working memory

B. eye hand coordination

C. dyspraxia

D. finger agnosia

E. fine motor memory

F. math operations

KEEPING A HEAD IN SCHOOL

Chapter 6 - The Big Four Skills

Writing Assignment - Answer each essay question below in paragraph form. When you write your essay answer and when you proofread your answer look at the list below to make sure you have included the necessary things. Your answers will be graded based on the items listed below.

THIS ASSIGNMENT WILL BE DUE ON _____.

Items to include in your answers:

- each paragraph should be at least 6 to 8 sentences
- each answer should be in paragraph form
- the information should be accurate and thorough
- neatness and legible handwriting
- answers should be specific and don't skirt the issue
- the textbook should be consulted for the answer when specific points are needed

WRITE YOUR ANSWERS ON ANOTHER SHEET OF PAPER. MAKE SURE TO NUMBER YOUR ANSWERS PROPERLY.

1. Is it possible for a person to have problems with reading comprehension and decoding at the same time? Explain your answer in detail.

2. Why are the basic skills important? Explain your answer.

3. Explain the difference between reading comprehension and decoding.

4. Explain at least five of the common spelling problems. If you have any of these spelling problems, include that in your answer also.

5. Explain at least four of the common writing problems. If you have any of these writing problems, include that in your answer.

6. Explain how writing will be helpful in your future.

7. Explain at least six of the common math problems. If you have any of these math problems, include that in your answer.

8. Explain how your school has helped you with the four basic skills discussed in Chapter Six of *Keeping a Head in School*. Be sure to give specific examples in your answer.

NOTE: EACH QUESTION IS WORTH **25** POINTS. THE ENTIRE ASSIGNMENT IS WORTH **100** POINTS.

KEEPING A HEAD IN SCHOOL

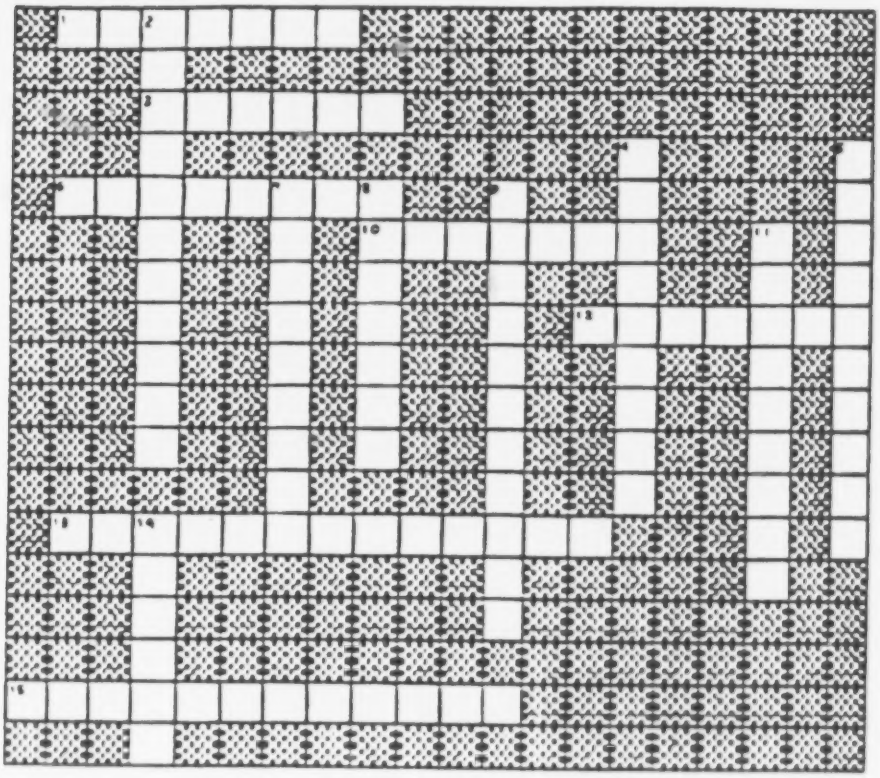
Chapter 6 - The Big Four Skills

N G Q F X Q J O V J O G Y Y K X I B R I W U
Q O N C E B W A P E J D R C O R N E B O M D
B G I I I P L L E E Q K R A R N A X J G T D
P V N S Z H J E T F R A D E M D J E I F E Q
J Q D A N I I W H L F A G G I M H P L H C Y
O C Z X E E R B Y V A U T N L J A D J F N P
Y Q Z Z H Z H A V Q L Y G I J A S R K S E X
D F G Y A L E E M A W W O D O X G E C W R C
K R X F Z R B C R M C E Q O X N C Y A B E V
D Y S P R A X I A P U Q R C A M S D K W F H
R P K B Q B Z F N F M S B E T M Y X X H N G
O Y J Z U A O B W T I O O D N A C M F C I A
V U A C Q C S G N Q E D C X Y T D F E H A H
B T D F Q Q Q V J C J H X Q S H W Y B W Y P
A I S O N G A A N O I T A I C O S S A I T A
Y W Y O V X R D O N M Z N Z G D E M V S P D

AGNOSIA
COMPREHENSION
DYSPRAXIA
INFERENCE
MATH
READING
SUMMARIZING
ASSOCIATION
DECODING
GRAMMAR
IRREGULAR
OPERATIONS
REGULAR
SYNTAX

KEEPING A HEAD IN SCHOOL

Chapter 6 - The Big Four Skills



ACROSS CLUES

1. translate visual shapes into sounds or meanings or both
3. order of words in a sentence
6. the process in which a person looks at a word and figures out its pronunciation and meaning
10. predictable
12. trouble keeping track of just where pencil is while writing
13. understanding
15. working together

DOWN CLUES

2. go together
4. unpredictable
5. examples of math _____ include addition, subtraction, multiplication, and division
7. ideas that are hinted at but not stated
8. how sentences work
9. pick out what is really important and then describe it in your own words
11. fine motor problem that has to do with muscle coordination
14. remember

Chapter 7

The Social Side of School

KEEPING A HEAD IN SCHOOL

Chapter 7 - The Social Side of School

Word List

relationships
popularity
social feedback
social image
communicate
code switching
topic selection
topic maintenance

71

KEEPING A HEAD IN SCHOOL

Chapter 7 - The Social Side of School

Doug's Story

(pages 197-199)

Answer each question in a complete sentence. Include the question in the answer. Use notebook paper or a computer.

1. Which social skills that make kids popular are a problem for Doug?

2. Should Doug try to be more like other kids, or should he just be himself? Is it possible to have 'weird' interests and still be well-liked by other kids?

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KEEPING A HEAD IN SCHOOL

Chapter 7 - The Social Side of School

Matching: Match each definition with the correct term.

_____ 1. being popular

_____ 2. a friendship

_____ 3. the cues or signals that tell us how we are doing in a relationship

_____ 4. how you look or seem to other kids

_____ 5. using words and sentences to let people know how you feel

_____ 6. your ability to change the way you talk depending on where you are and to whom you are talking

_____ 7. talking about the right thing at the right time

_____ 8. how long you can talk about something

A. topic maintenance

B. code switching

C. social image

D. popularity

E. relationships

F. social feedback

G. topic selection

H. communicate

NON-VERBAL COMMUNICATION

1. Find pictures of people in magazines.

2. Cut out the pictures and neatly mount them on construction paper.

3. Think about what/how the person in the picture is communicating.

4. We will discuss these pictures in class.

KEEPING A HEAD IN SCHOOL

Chapter 7 - The Social Side

Skills Needed for Social Success

In the space provided below explain each skill that is needed for social success at school and in your neighborhood.

1. **Starting Up Relationships**

2. **Keeping Up Relationships**

3. **Getting and Using the Right Social Feedback**

4. **Speaking and Understanding Social Language**

KEEPING A HEAD IN SCHOOL

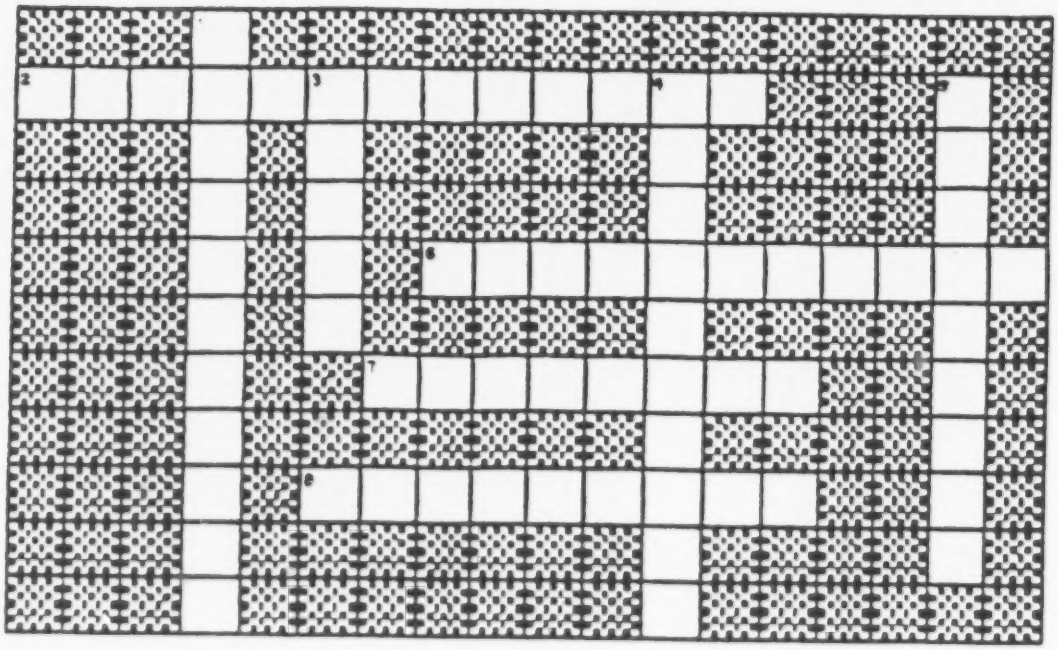
Chapter 7 - The Social Side of School

C U M U E M T M I T A A C F Q B H D C Z S H
D B E B S R X E E B N D M L E Y G O F X T F
E A L K L M O L N I Q H K C P E M Z R O P A
N Q G P W P A C A Y T T A E E M D U E N Y Z
Y Z F E G I O Z F E M R T E U G D B L A W H
Q S X A C G E P E I E F R N L N A J A N X E
S L W I L T D D U C D E I H H Y G M T C T R
T E P I Y Y O M N L K C L V Z C M D I P K P
S O L M T X C A H P A U H I J M Z S O W H G
T Z P E S C N F Y T Z R B L S Z P D N D Z Q
H S I X C E H Z E J Y O I D S S A E S T K A
S Z Q I T T S I R G P Y X T O J L U H U V O
M C Q N J F I G N K P X O F Y N E Z I P D R
Y L I E H S P O A G V C B S Q V K L P A D Q
K A H V R X K C N M Z V X V J C X H S R S N
M N M M A R H E D L Z E V S T Q D C A D M G

CODE
FEEDBACK
MAINTENANCE
RELATIONSHIPS
SWITCHING
COMMUNICATE
IMAGE
POPULARITY
SELECTION
TOPIC

KEEPING A HEAD IN SCHOOL

Chapter 7 - The Social Side of School



ACROSS CLUES

2. people dealing with one another
6. exchange information
7. signals you pick up from watching and/or listening to a person
8. what you talk about should depend upon the social scene you are in

DOWN CLUES

1. how long you talk about something
3. how your behavior and appearance are viewed by others
4. liked by most people
5. ability to change the way you talk depending upon where you are and to whom you're talking

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Chapter 8

Some Good Questions
(And Some Pretty Good Answers)

KEEPING A HEAD IN SCHOOL

Chapter 8 - Some Good Questions
(And Some Pretty Good Answers)

Word List

learning disability
attention deficit disorder
dyslexia
intelligent
intelligence quotient
achievement test
evaluation
multidisciplinary
motivated
depressed
self-esteem
organization
creativity

KEEPING A HEAD IN SCHOOL

Chapter 8 - Some Good Questions
(And Some Pretty Good Answers)

Melissa & Debbie's Stories

(pages 220-222)

Answer each question in a complete sentence. Include the question in the answer. Use notebook paper or a computer.

1. What would lead you to believe that Melissa is depressed?
2. How can Debbie help Melissa improve her self-esteem?
3. How can Melissa help Debbie with her language and memory problems?
4. What is needed for any student to develop good self-esteem?

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KEEPING A HEAD IN SCHOOL

Chapter 8 - Some Good Questions (And Some Pretty Good Answers)

Questions: Write at least 5 questions you have about your learning disability. Don't be embarrassed or afraid to write any question you may have. We will go over all of the questions in class but no one will know who wrote each question.

1. _____
_____
_____

2. _____
_____
_____

3. _____
_____
_____

4. _____
_____
_____

5. _____
_____
_____

KEEPING A HEAD IN SCHOOL

Chapter 8 - Some Good Questions (And Some Pretty Good Answers)

Matching: Match each definition with the correct term.

_____ 1. a person has one or more weak brain functions that cause him or her to do poorly in school

_____ 2. affects a student's ability to decode words or to understand sentences and paragraphs

_____ 3. ADD -- difficulty with attention

_____ 4. the ability to understand, to learn and to use what you learn and understand

_____ 5. IQ -- many small tests that measure different functions or abilities

_____ 6. measures your skills in subjects like reading, spelling, math and writing

_____ 7. when you are tested by one or more experts in learning disorders

A. learning disability

B. dyslexia

C. intelligence quotient

D. evaluation

E. achievement test

F. attention deficit disorder

G. intelligent

Matching: Match each definition with the correct term.

_____ 1. you are evaluated by a team of people

_____ 2. to want very much to accomplish something or get something

_____ 3. to be too sad

_____ 4. what you think of yourself

_____ 5. being organized

_____ 6. the ability to come up with original ideas

A. depressed

B. motivated

C. organization

D. multi-disciplinary

E. self-esteem

F. creativity

KEEPING A HEAD IN SCHOOL

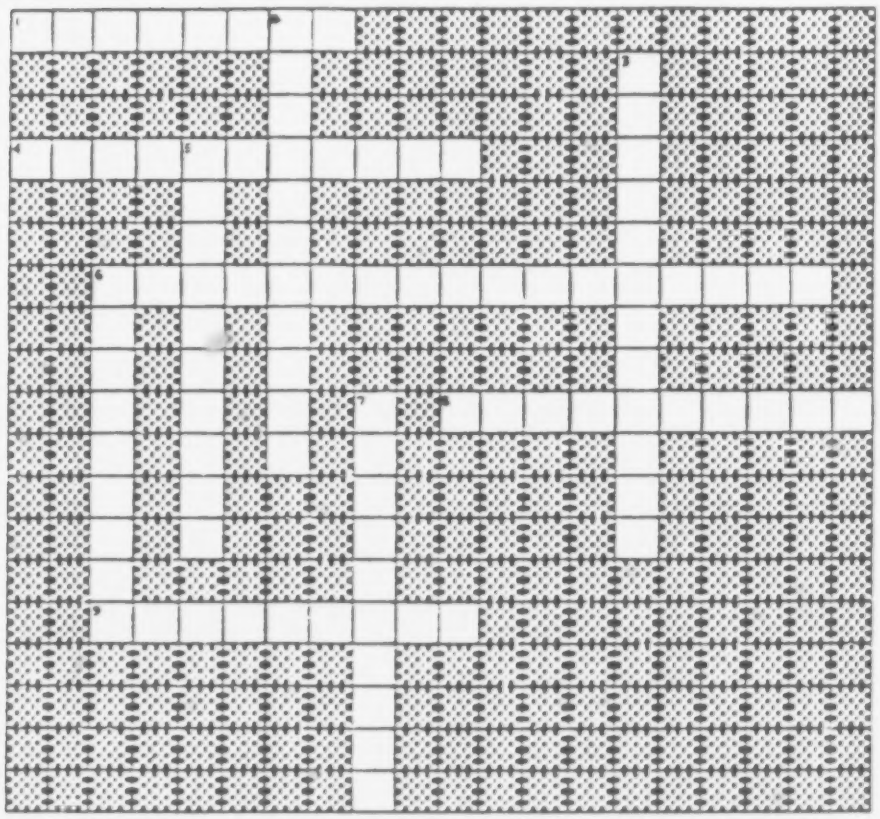
Chapter 8 - Some Good Questions (And Some Pretty Good Answers)

M P L T A K D W F I N H P W W A Y E U N N X
M R S E U K A K I E X O D N T O L U Y S B F
P E X W S K V A M G L E I T D G O T S K Q X
T D F Y C E I I C I S Z E T G R P O E X R P
L U F Q O X Q T D S I N P M A M H E S G A D
A C H I E V E M E N T M P E C U O V D P F A
Y K A L X A E R T I W O O E M P L G N W M S
U T S E E S P E O X L Z R T M C T A M B P O
V Y I H E E L N C G L V G S I N H Y V Y Z Q
D S Q V D L C N N H W Y W E F V F K G E Q Z
P C W Y I S R I S M P O X F N N A N G M C O
R D R G T T N L R J R P X L H D U T N I E V
K O E E F R A R W Y X P C E R G X K E X V X
R N S R A E S E F C W G Y S R Q P Z B D W E
T F D E X O C O R G A N I Z A T I O N L X E
R Y L I W B B T E C P O V I L D M M E H E R

ACHIEVEMENT
CREATIVITY
DYSLEXIA
INTELLIGENT
MOTIVATED
SELFESTEEM
ATTENTION
DEPRESSED
EVALUATION
LEARNING
ORGANIZATION
TEST

KEEPING A HEAD IN SCHOOL

Chapter 8 - Some Good Questions (And Some Pretty Good Answers)



ACROSS CLUES

1. learning disorder that makes it hard for a person to read
4. this type of test measures skills in subjects like reading, spelling, arithmetic, and writing
6. a type of evaluation that is evaluated by a team of people
8. ability to come up with original ideas
9 to be too sad

DOWN CLUES

2. to have the ability to understand, learn, and to use what you learn and understand
3. a person with this type of problem may have a problem with space/time
5. this means to get tested by one or more experts
6. want very much to accomplish
7. has to do with what you think of yourself

KEEPING A HEAD IN SCHOOL

Chapter 8 - Some Good Questions
(And Some Pretty Good Answers)

Study Skills

Directions: *In each blank write the word or words you think was left out.*

When you take notes in a class, you should look at the _____ who is speaking. If the speaker writes something on the board it means that it is _____. It is important to spell words correctly in your notes so that you know _____. It is important to write notes neatly in order that you can _____. If you don't have time to write neatly in class you can copy your notes neatly at _____. When you study you should have the necessary materials, including _____, _____, _____, _____, and _____. Reinforcers can help papers stay _____. You can buy hole punchers, index cards, reinforcers and other supplies at _____. It is best to study when you have lots of energy. A good time to study is _____. Short breaks can also help when you study. A good break is _____ minutes long. When studying for a quiz or test you can write your own study questions to help you _____. Some types of study questions that can be written include: _____, _____, _____, _____ and _____. You need to study differently for different tests. It is important to ask your teacher what type of test you will be taking. There are several ways to study for tests. These ways include: _____, _____, _____ and _____. Anytime I have a question I should always ask the_____ for help. If the teacher is not available, I should ask another _____.

Chapter 9

What's Ahead

KEEPING A HEAD IN SCHOOL

Chapter 9 - What's Ahead

Tony's Story

(pages 253-255)

Answer each question in a complete sentence. Include the question in the answer. Use notebook paper or a computer.

1. What traits did Tony have that helped him become successful and happy?

2. How was Tony helped by playing soccer?

3. All kids with learning disorders are not like Tony. What do some kids do that actually harms them when they have learning disorders?

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KEEPING A HEAD IN SCHOOL

Chapter 9 - What's Ahead

Goal Setting: This activity is to help you look into your future and look at what's ahead. Write 2 or 3 goals that you believe you will achieve by the time you are 20. Make sure these goals are something you believe in and want to attain.

1. _____
_____
_____

2. _____
_____
_____

3. _____
_____
_____

Goal Setting: Now, write 2 or 3 goals that you want to achieve by the time you are 25. Make sure they are something you really want to achieve and attain.

1. _____
_____
_____

2. _____
_____
_____

3. _____
_____
_____

KEEPING A HEAD IN SCHOOL

Chapter 9 - What's Ahead

Essay: Select a famous adult who has or had a learning disability. You may use one that is listed on page 257 or choose one on your own. Write a three-paragraph essay on the person. Follow the guidelines when writing your essay.

First Paragraph
- identify the person
- give brief description of the person's learning disability
- tell what he or she accomplished

Second Paragraph
- fully explain the learning disability
- discuss his or her school background or experience

Third Paragraph
- fully discuss how the man or woman became successful or famous

Proofread each paragraph for the following:
-- topic sentence
-- concluding sentence
-- 6-8 sentences
-- correct spelling
-- accurate and thorough information
-- legible handwriting
-- transfer of language arts skills

KEEPING A HEAD IN SCHOOL

About the Author
(p. 295-297)

Essay: Write a descriptive paragraph about the author. Use the descriptive writing skills you learned in language arts. Include information from your text as well as information from the class discussion.

APPENDIX

KEEPING A HEAD IN SCHOOL

Essay: In a paragraph write about one thing you learned or thought about since reading this book.

KEEPING A HEAD IN SCHOOL

Essay: Describe your learning disorder.

Using the information you learned from *Keeping a Head in School* and class discussions, explain what you learned about your learning disorder.

_____ Quarter

Progress Report

SELF-EVALUATION

Name _____

Date _____

E = Excellent
S = Satisfactory
N = Needs Improvement

Notetaking skills _____
Neatness of notes _____
Completeness of notes _____
Accuracy of notes _____

Study questions _____
Neatness of study questions _____
Completeness of study questions _____
Accuracy of study questions _____

Test taking skills _____
Amount of time spent studying at home _____
Test scores _____

Summary paragraphs _____
Amount of time spent _____
Neatness of work _____
Complete sentences _____
Expanded sentences _____
Topic sentence _____
Concluding sentence _____
Proofreading _____

Keeping a Head in School _____
Highlighting appropriate pages _____
Participation in discussion _____

Comments: _____
_____
_____
_____
_____

Name 5 things you've learned about in *Keeping a Head in School*:

Name 5 things you've learned regarding how to take notes, how to study, and how to organize time and materials:

Evaluate your teacher. Give examples of what has helped you this year. Give specific suggestions on what your teacher can do to improve and become a better teacher.

Work Habits:

Arrives on time to class

Organizes self and materials

Uses time wisely

Has appropriate work pace

Completes classwork on time

Completes classwork accurately

Completes homework on time

Completes homework accurately

Works neatly

Works independently

Follows oral directions

Follows written directions

Attends well during group work

Attends well during individual work

Proofreads work

Participates in class

Social Development:

Practices self-control

Displays self-confidence

Follows class rules

Works effectively with others

Responds to constructive suggestions

Classwork Grade

Date: _____

Ready by the bell (desk cleared off, except for book and highlighters) _____

Follow along in the book with the tape _____

Participate in class discussion
ask questions _____
add appropriate comments _____

Other: _____
_____ _____

Attitude _____

Behavior _____

Answer Key

KEEPING A HEAD IN SCHOOL
ANSWER KEY

Page 2
Answers will vary.

Page 3
Answers will vary. Keeping a head in school means using your head and brain in school. Keeping a head in school means staying 'on top of the material' at school.

Page 5
1. A, 2. D, 3. C, 4. B, 5. E, 6. F
1. E, 2. D, 3. A, 4. F, 5. C, 6. B

Page 9
Top to bottom: cerebral hemisphere, cerebellum, thalamus, hypothalamus.

Page 10
Left, top to bottom: parietal lobe, occipital lobe. Right, top to bottom: frontal lobe, temporal lobe, brainstem.

Page 12
1. Success is important because it makes you feel good about yourself. 2. Answers will vary. 3. No one really knows what causes most learning disabilities. Sometimes learning disabilities may seem to run in families or it may be from an illness you have had early in life. 4. People may have difficulty understanding learning disabilities because a learning disabled student may look lazy. 5. Some people with learning disabilities put on disguises because they feel dumb or they may not understand their own learning disability.

Page 14
Across: 1. frontal, 6. thalamus, 8. brain, 10. sensory, 12. left, 14. temporal, 15. nervous, 17. brainstem, 18. basal. Down: 2. right, 3. parietal, 4. motor, 5. hemispheres, 7. hypothalamus, 9. abilities, 11. occipital, 13. cerebellum, 16. spinal.

Page 17
1. The kind of learning disorder that causes the most trouble for Stan is attention. 2. Stan should know that he has good ideas and a great mind. 3. Answers will vary. 4. Answers will vary. 5. Answers will vary. 6. Answers will vary. 7. Answers will vary.

Page 18
Goals will vary depending on individual need(s) of student.

Page 19
The Concentration Cockpit: 1. C, 2. B, 3. A, 4. F, 5. H, 6. E, 7. D, 8. G. Master Control: 1. E, 2. D, 3. B, 4. A, 5. C.

Page 20
Answers will vary.

Page 21

1. B, 2. C, 3. A, 4. D
1. C, 2. B, 3. A, 4. D

Page 22

amount, distractions, sounds, something, right, self-monitoring, self-monitoring, awake, concentrate, depressed, body.

Page 23

amount, distractions, sounds, something, right, self-monitoring, self-monitoring, awake, concentrate, depressed, body.

Page 26

Across: 4. attention, 5. alert, 6. distraction, 9. reflecting. Down: 1. deficit, 2. concentration, 3. self-monitoring, 7. impulse, 8. planning.

Page 29

1. Max has trouble with writing because he has a lot of trouble remembering and writing at the same time. He said it is hard to remember how to make the letters in cursive at the same time he's trying to remember spelling, punctuation, capitalization, vocabulary and ideas. 2. Max's strengths are class discussions, vocabulary and understanding what others say. 3. His friends could be nice to him when they correct his papers and not make fun of his writing. 4. Answers will vary. 5. Answers will vary. 6. Answers will vary. 7. Answers will vary.

Page 30

Answers will vary.

Page 31

1. C, 2. D, 3. B, 4. A, 5. E
1. A, 2. D, 3. C, 4. E, 5. B

Page 32

1. D, 2. E, 3. A, 4. G, 5. F, 6. C, 7. B.
1. F, 2. E, 3. D, 4. B, 5. C, 6. A.

Page 33

1. Attention is important if you want to do well in school because a person needs to be able to concentrate. 2. Students may give any 5 of the 7 distractions: unimportant things you can see, unimportant sounds you can hear, your body, day-dreams, thoughts about the future, things you want, and other kids. 3. Self-monitoring is when you go back and concentrate on what you have finished. 4. Students may give any 8 of the 10 difficulties: serious trouble concentrating, don't like a lot of details, hand in work that is embarassing to student and confusing to the teacher, impulsive, trouble waking up in the morning to go to school and have trouble falling asleep, trouble controlling their desires for the things they want, trouble controlling moods, and hyperactivity. Someone does not have problems with attention all of the time. 5. It is a picture that is used to help someone understand his or her attention deficits. 6. In order to learn, you have to understand and remember. 7. Students may give any 3 of the 4 facts: There is no one part of your brain that stores everything you know. There is no such thing as a good or a bad memory. A lot has been learned about how memory works by studying people who have a problem called amnesia. A person can store incredible quantities of information in memory. 8. Short-term memory is something you remember only long enough to use once. 9. Long-term memory is something you need to remember permanently. 10. Some different ways to receive information are visual memory, auditory memory and sequential memory. 11. Some common ways information

gets stored are by pairs, categories, chains, or rules. 12. Students may give any 4 of the 5 strategies: rehearsal, grouping, association, study, and reducing some of the memory load through bypass.

Page 35

Across: 1. episodic, 5. categories, 7. auditory, 8. rules, 9. visual, 11. sequential, 13. short, 14. memory, 15. active, 17. recognition, 18. long. Down: 2. chains, 3. permanent, 4. pairs, 6. association, 10. elaboration, 12. automatic, 13. storing, 16. recall.

Page 38

1. Sue's problems make life hard for her because she cannot quite figure out what to say, she has trouble putting her ideas into words and she has trouble understanding other people when they talk fast or use long sentences. 2. Answers will vary.

Page 39

1. C, 2. D, 3. A, 4. B, 5. E.
1. C, 2. A, 3. F, 4. B, 5. D, 6. E.

Page 40

1. An example of a non-language sound is a dog barking. 2. A language sound is words and sentences. 3. Three ways you can learn new vocabulary are hearing a word and figuring out what it means, reading a word and figuring out what it means, and studying the word and its meaning. 4. A word can be changed with a few letters by adding a prefix or suffix. Letter combinations tell whether a word is singular, plural, past tense or present tense. 5. Syntax is the correct order of words. 6. Good grammar is good sentences. 7. Narratives are groups of sentences that are connected to each other. 8. To infer means figuring out things. It has to do with using clues to fill in missing information by thinking while one's listening or reading. 9. (1) Understanding spoken instructions. Some students get mixed up when they hear complicated instructions or explanations. (2) Vocabulary. Some kids with language problems are slow at learning, understanding, and using new words. (3) Reading. Some students with language disorders may find themselves far behind in reading. (4) Expressing ideas in words. Sometimes it is hard for kids with language problems to recall, or find, the right words quickly when they need them. (5) Writing and spelling. Often students who are poor at expressing their ideas have just as much trouble getting those ideas down on paper. (6) Word problems and teachers explanations in mathematics. Understanding teacher's explanations through language and solving word problems are often problems for those who have a language disorder. (7) Learning a second language. It can be difficult for a student with a language disorder to learn a foreign language. (8) Remembering language. Some students with a language disorder have trouble remembering what others have said. (9) Social difficulties. Some students with language disorders have trouble making friends and being popular.

Page 41

Answers will vary.

Page 42

(1) Understanding spoken instructions. Some students get mixed up when they hear complicated instructions or explanations. (2) Vocabulary. Some kids with language problems are slow at learning, understanding, and using new words. (3) Reading. Some students with language disorders may find themselves far behind in reading. (4) Expressing ideas in words. Sometimes it is hard for kids with language problems to recall, or find, the right words quickly when they need them. (5) Writing and spelling. Often students who are poor at expressing their ideas have just as much trouble getting those ideas down on paper. (6) Word problems and teachers explanations in mathematics. Understanding teacher's explanations through language and solving word problems are often problems for those who have a language disorder. (7) Learning a

second language. It can be difficult for a student with a language disorder to learn a foreign language. (8) Remembering language. Some students with a language disorder have trouble remembering what others have said. (9) Social difficulties. Some students with language disorders have trouble making friends and being popular.

Page 43

1. Understanding and communicating, thinking, remembering, social life, and talking to yourself. 2. Receptive language is understanding other people's ideas through language. 3. Expressive language is the way a person communicates his or her own ideas so others can receive your ideas. 4. Language is important in your social life because it is necessary to make and keep friends. 5. Most word learning takes place by hearing or reading a word and figuring out what it must mean from the way it's read. 6. Morphology is the study of the way letters get added to words to change them. 7. Narratives are groups of sentences that are connected to each other. 8. Inferring is using clues to fill in missing information by thinking while you are listening or reading. 9. Students may list any 7 of the 9 problems: understanding spoken instructions; vocabulary; reading; expressing ideas in words; writing and spelling; word problems and teachers' explanations in mathematics; learning a second language; remembering language; social difficulties. 10. (1) Get help from teachers. (2) Identify the problems and their effects in school. (3) Use strengths to make up for weaknesses. (4) Get help from others. (5) Don't get discouraged.

Page 45

Across: 5. understanding, 8. language, 9. expressive, 10. prefix, 11. infer. Down: 1. vocabulary, 2. syntax, 3. morphology, 4. narratives, 6. suffix, 7. receptive.

Page 48

1. School is getting harder and harder for Tanya because she has trouble following directions, remembering, and sequencing. Each year Tanya is expected to remember more sequences and longer sequences. 2. A memory disorder makes it difficult to follow directions and learn the months of the year. 3. Tanya feels nervous about getting help because it makes her feel different and weird. It is common to feel this way.

Page 49

1. He has a fine motor problem that disturbs only writing. 2. He can use the word processor. 3. It may be a good idea to brainstorm first. (Answers may vary.)

Page 50

1. C, 2. A, 3. F, 4. E, 5. D, 6. B, 7. G.
1. D, 2. H, 3. G, 4. A, 5. B, 6. C, 7. E, 8. F.

Page 51

1. Level Zero--Unrecognized poor grasp. You don't understand the concept and you don't realize that you don't understand the concept. Level One--Recognized poor grasp. You don't understand the concept but at least you know that you don't 'get it'. Level Two--Partial grasp. You understand part of the concept, but not all of it. Level Three--Remembered partial grasp. You can remember the concept and repeat it pretty much the way the teacher said it, even though you don't fully grasp it. Level Four--A grasp you can teach. You fully grasp the concept; you can explain it to someone else in your own words; and you can think up your own examples of the concept. Level Five--A grasp you can use. You fully grasp the concept, and you can use or apply it the way that the teacher showed you. Level Six--A grasp you can apply differently. You fully understand the concept and can think up different ways to apply it. Level Seven--A grasp you can use for original thinking, critical thinking and comparing concepts. You fully understand the concept, and you can use it to create new ideas, examine other people's thinking, and compare the concept to other concepts. 2. A concept is something that helps us organize our thinking. 3. A grasp means each level of understanding. 4. A verbal concept is a concept that is thought about in

words. Examples are politeness, friendship, and teamwork. (Answers may vary.) 5. A non-verbal concept is pictured or visualized rather than put into words. Examples are: volume, proportion, and ratio. (Answers may vary.) 6. In school you should picture a concept and put it into words.

Page 52

Answers will vary.

Page 53

Answers will vary.

Page 54

Chapter 3: 1. Information gets into long term memory by putting it into the right 'memory drive'. Three ways to do this may include: pairs, categories, chains, rules, elaboration, and storing information in more than one way. 2. Six ways information gets stored are: (1) Pairs--If we see, hear, or think about one half of a pair, we will remember the other half. (2) Categories--Information can be organized by groups. (3) Chains--A chain is a series of links. An example is cursive writing. (4) Rules--By learning rules for something we can remember it better. An example is spelling rules. (5) Storing information in more than one way--Good students put information in several memory drawers. (6) Elaboration--It involves talking about and thinking about an idea in many different ways. Chapter 4: 1. Three things that can be done to help language disorders is get help from teachers, use strengths to make up for weaknesses, and don't get discouraged. (Answers may vary.) Chapter 5: 1. It gives us information about the positions of things in space, about shapes, and how they differ from each other, and about the size of objects. 2. Sequencing skills are used when you follow complicated directions, understand how time works, writing essays, and organizing. (Examples may vary.) 3. Three ways to improve visual spatial and sequencing abilities are recognizing problem, subvocalize, and use strengths to strengthen weaknesses.

Page 55

1. Three things you can do to help your social control is sit next to serious students, write a goal, and look at the teacher. (Answers may vary.) 2. Active working memory is the ability to hold in your mind several different parts of a task while you are working on it. Three examples include: writing a paragraph, playing basketball, and driving a car. (Examples may vary.) 3. Subvocalization is when you whisper under your breath. A person may want to subvocalize when they are concentrating, remembering, and processing. (Examples may vary.) 4. The following are six questions one should ask yourself prior to a test: (1) What material will be covered on this test? (2) What is most likely to be asked on this test? (3) What do I need to memorize, and what will I be able to figure out from what I know? (4) What's the best strategy for me to use to rehearse and store what I will need to know for the test? (5) How much time should I allow to store what I need to store? (6) What study strategies can I use so that I will know when I know enough? 5. The following are four brain functions: visual spatial ability, sequencing ability, motor functions, and thinking. Visual spatial ability gives us information about the positions of things in space, about shapes, and how they differ from each other, and about the size of the objects. Sequencing ability is understanding and remembering information that comes into your mind in a particular order. Motor functions have to do with our muscles and how well they perform. Thinking involves understanding and using concepts, solving problems, forming ideas, and thinking critically.

Page 57

Across: 1. visual, 3. non-verbal, 6. sequencing, 8. self-monitoring, 9. motor, 10. fine, 12. brainstorming, 13. concept. Down: 2. spatial, 4. critical, 5. dyspraxia, 6. subvocalization, 7. gross, 11. grasp.

Page 60

1. Ingrid has decoding problems when she tries to read. 2. She is able to figure out some of the words by knowing what would make sense in the paragraph. 3. Perhaps it is because she is discouraged about her reading problems and that this is making her give up. 4. If she is too interested in her friends she won't have the time or energy to do schoolwork. (Answers may vary.)

Page 61

1. The learning disorders that probably cause problems for Gretta in math are grasping concepts and memory. 2. Gretta is using her good language skills by describing math concepts in her own words and pretending to teach the concept to younger students. (Other suggestions--answers may vary.) 3. Answers may vary.

Page 62

1. A, 2. C, 3. E, 4. D, 5. B.
1. B, 2. C, 3. E, 4. D, 5. A.

Page 63

1. C, 2. D, 3. E, 4. B, 5. F, 6. A.

Page 64

Each student's paragraph(s) will vary. The pages where the answers are located are included here: 1. (pages 152-156); 2. (page 148); 3. (pages 152-156); 4. (pages 161-164); 5. (pages 167-174); 6. (pages 179-181); 7. (pages 183-194); 8. (Students will have to draw on their own experiences to complete this question.)

Page 66

Across: 1. reading, 3. syntax, 6. decoding, 10. regular, 12. agnosia, 13. comprehension, 15. coordination. Down: 2. association, 4. irregular, 5. operations, 7. inference, 8. grammar, 9. summarizing, 11. dyspraxia, 14. memory.

Page 69

1. Saying things at the wrong time, not knowing when to stop talking, not picking up 'signals' from other kids are social skills that are a problem for Doug. 2. Answers will vary. It is possible to have 'weird' interests and still be well-liked by other kids.

Page 70

1. D, 2. E, 3. F, 4. C, 5. H, 6. B, 7. G, 8. A.

Page 71

Answers will vary.

Page 72

Answers may vary: 1. When developing a new relationship, a person needs to know how to fit in. It also requires a person not to say and do things that are too obvious or direct. It is especially important not to rush things. Another part of starting up a relationship is figuring out common relationships. 2. To keep up relationships, a person has to think about what friends need or want. An important part of holding on to friendships is knowing what to do when a friendship is in trouble. 3. A person needs to get feedback from other people so the relationship can be steered in the right direction. Once feedback is received, something can be changed if need be. In order to succeed socially, one needs to understand their image and how it appears to others. 4. One needs to use the right 'in' language. A person needs to use words and sentences to communicate their feelings. One needs to change the way he/she talks depending where and to whom he/she is speaking. One also needs to talk about the right thing at the right time.

Page 75

Across: 2. relationships, 6. communicate, 7. feedback, 8. selection. Down: 1. maintenance, 3. image, 4. popularity, 5. switching.

Page 78

1. Melissa seems depressed because she always worries, is moody, doesn't have respect for herself, is sad, has lost interest in her hobbies, is tired and now always wants to stay home. 2. Debbie can help Melissa improve her self-esteem by encouraging her. (Answers may vary.) 3. Melissa can help Debbie with her language and memory problems by studying with her. (Answers may vary.) 4. For a student to have good self-esteem, he or she needs to believe in oneself and realize everyone has problems of some sort. (Answers may vary.)

Page 79

Answers will vary.

Page 80

1. A, 2. B, 3. F, 4. G, 5. C, 6. E, 7. D.
1. D, 2. B, 3. A, 4. E, 5. C, 6. F.

Page 82

Across: 1. dyslexia, 4. achievement, 6. multidisciplinary, 8. creativity, 9. depressed. Down: 2. intelligent, 3. organization, 5. evaluation, 6. motivated, 7. self-esteem.

Page 83

Answers may vary: person, important, what they are, read them, home, paper, pencils, book, notebook, eraser, neat, the grocery store,before dinner, 5-10, study, true/false, fill-in, matching, diagrams, short answer, reading notes aloud, asking yourself questions, studying with a friend, illustrating notes, teacher, student.

Page 85

1. The traits Tony has that have helped him be successful and happy are his perserverance, hard working in sports and school determination, self advocate, and his belief in himself. 2. Tony was helped by playing soccer because he learned to practice everyday and he never surrendered. 3. Some kids that have learning disorders give up, don't understand their learning disorder, and don't ask for help. This harms them.

Page 86

Answers will vary.

Page 87

Answers will vary.

Page 88

Answers will vary.

Page 90

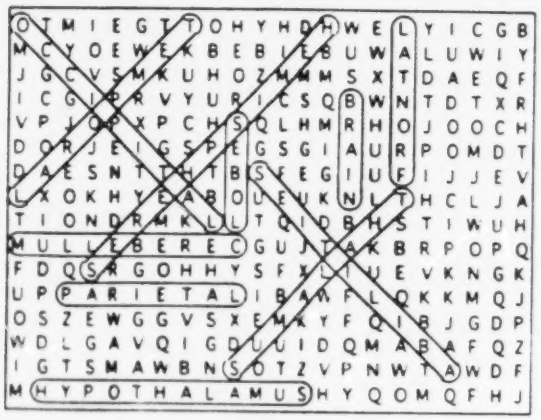
Answers will vary.

Page 91

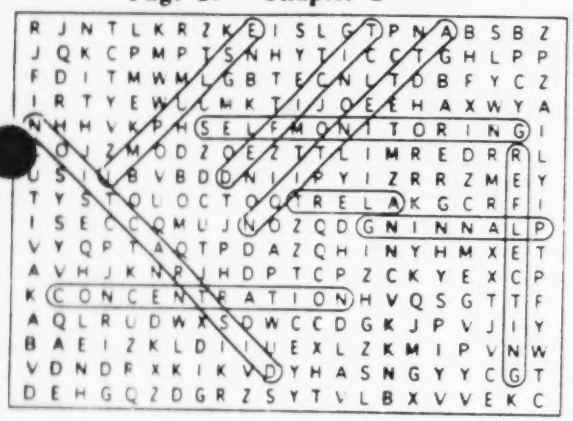
Answers will vary.

Word Search Answers

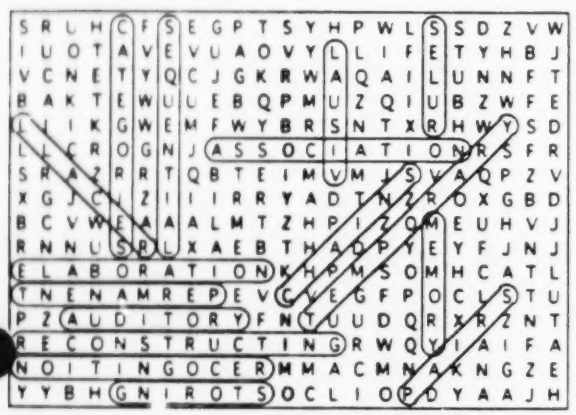
Page 13 - Chapter 1



Page 25 - Chapter 2



Page 34 - Chapter 3



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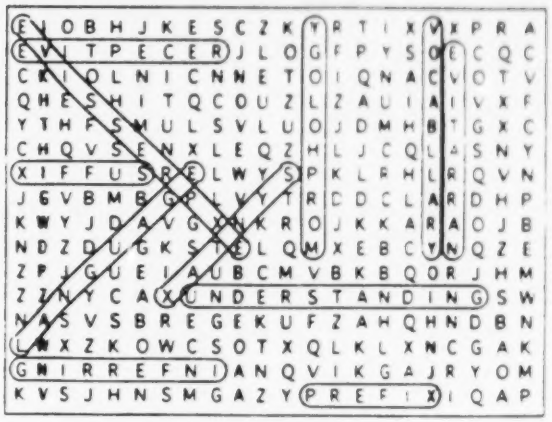
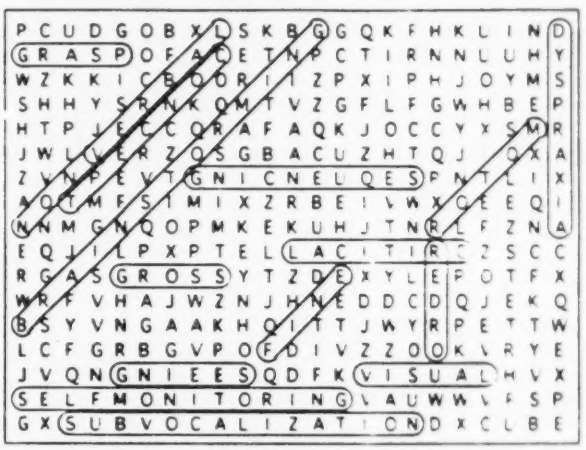
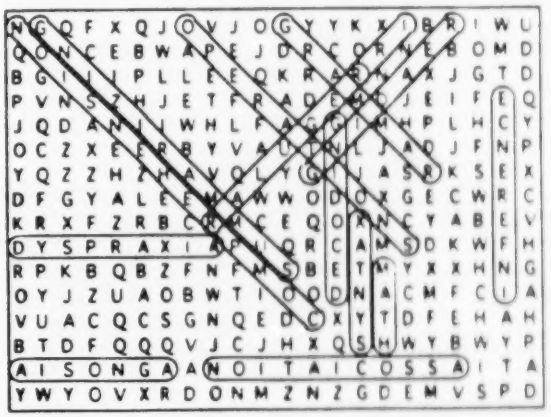


Page 56 - Chapter 5



Page 65 - Chapter 6



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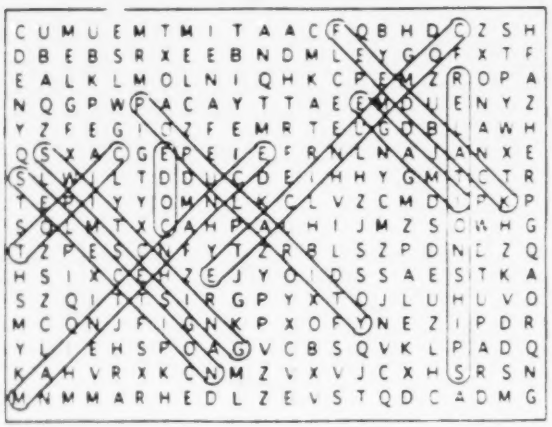
Page 74 - Chapter 7



Page 81 - Chapter 8